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ABSTRACT

Presented is a partially annotated bibliography of documents developed during the decade 1964 to 1974 in the field of preparation of personnel to serve the handicapped, including citations that apply to physical and/or mental handicaps but not social handicaps. Sections cover four main topics (subtopics in parentheses): (1) pupil outcomes (overviews and categorical orientations--blind, brain damaged, deaf, emotionally disturbed, mentally retarded, speech disorders, and learning disabilities), (2) personnel selection (overviews; attitudes, characteristics, and competencies; and categorical orientations), (3) personnel training (special education teacher preparation; related professions; inservice training; instructional materials; guidebooks and texts; and selected papers from conventions, conferences, and workshops), and (4) personnel utilization (needs, administration, evaluation, and role evaluation; program related concerns; content concerns; and settings). Two addenda cover the Smithsonian Science Information Exchange, Inc. and additional references. (IM)

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WORKING PAPER #1

BIBLIOGRAPHY OF RESEARCH REPORTS, DEMONSTRATION PROJECTS, AND OTHER MATERIALS RELATING TO: PREPARATION OF PERSONNEL TO SERVE THE HANDICAPPED

1964 - 1974

Prepared for A Conference on Research Needs Relating to
Preparation of Personnel to Serve the Handicapped
March 7-9, 1975

by
Educational Testing Service
Princeton, New Jersey

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EC092989

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FOREWORD

This bibliography has been prepared as part of an extensive literature search undertaken in connection with the development of four national conferences on research needs related to education of the handicapped. While in no way can it be said to contain reference to all of the documents developed during the decade 1964 to 1974 in the field of the preparation of personnel to serve the handicapped, it does represent the total topically applicable citations contained in more than 10,000 documentary listings retrieved from ERIC, Psychological Abstracts, Social Sciences Citations Index, National Technical Information Service, MEDLINE and SSIE, using all descriptors that would apply to physical and/or mental handicaps but not social handicaps.

As a consequence, this bibliography probably does constitute the most complete listing of documents relating to the preparation of personnel to serve the handicapped that is available as of the date of its publication.

Because it has been developed as a working paper for a specific conference on identifying research needs relating to the preparation of personnel to serve the handicapped, the material has been arranged according to the conference plan. Beginning with pupil outcomes, it then looks at personnel selection, training, and utilization.

It is hoped that this bibliography--revealing as it does areas of extensive research activity and gaps where research has been limited--will assist conference participants in formulating recommendations for research projects during the next five years which will build on knowledge already available and provide new knowledge where little now exists. It is also hoped that the bibliography will be useful to researchers and practitioners in their on-going daily activities.

Priscilla Linsley, ETS librarian, provided the initial materials retrieval, and Helen Gross, coordinator for the conferences on research needs relating to education of the handicapped, was responsible for the exhaustive and exhausting study and sorting of citations; omissions, errors in organization, and other mistakes in judgment are, however, mine, and criticism should be directed to me.

Harold J. Alford
Rochester Institute of Technology
Project Consultant

PUPIL OUTCOMES

Overviews

Overviews

EJ066539 EC050232

RESEARCH AND THE CLASSROOM: MAHOMET AND THE MOUNTAIN REVISITED

Blackman, Leonard S. Exceptional Children: 39: 3: 181-91 Nov 72

The article discusses the relationship between research and educational practice, and suggests that the lag between research and implementation be remedied by making the progress of the individual handicapped child the target of research. (GW)

EJ048891 EC040803

STANDARD DEVIATIONS: CHANGING PARAMETERS IN SPECIAL EDUCATION

Neale, Marie D. Slow Learning Child: 18: 2: 67-87 Jul 71

Research was reviewed to show the changing educational psychology and theories of special education from ancient times to the present, with emphasis on development of theories relating to special education after World War II. (CB)

ED015590# EC000825

EDUCATION FOR THE SLOW LEARNERS. PRENTICE-HALL PSYCHOLOGY SERIES.

JOHNSON, G. ORVILLE

Pub Date 63

DOCUMENT NOT AVAILABLE FROM EDRS

THIS VOLUME IS DESIGNED TO DEFINE, FROM AN EDUCATIONAL POINT OF VIEW, THE PROBLEM POSED BY SLOW LEARNERS. IT PRESENTS THE CLINICAL EDUCATION APPROACH AS A TOOL IN THE PLANNING OF SOLUTIONS RELATING TO THE FUNDAMENTAL PROBLEM OF PROVIDING AN APPROPRIATE SCHOOL EXPERIENCE FOR THE SLOW LEARNER THROUGH CURRICULUM PLANNING. PART ONE FOCUSES ON THE PROBLEM OF THE SLOW LEARNER, INCLUDING CHAPTER DISCUSSIONS DESCRIBING THE PROBLEM, THE CHARACTERISTICS, AND DIAGNOSIS OF SLOW LEARNERS. IN PART TWO, TOPICS RELATED TO SCHOOL ORGANIZATION, SUCH AS GROUPING FOR INSTRUCTION AND THE NECESSARY CONSIDERATIONS AT DIFFERENT LEVELS OF INSTRUCTION FROM PRIMARY GRADES THROUGH HIGH SCHOOL ARE DISCUSSED. PART THREE CONCENTRATES ON ACTUAL INSTRUCTIONAL MATERIAL AND SUBJECT MATTER FOR THE SLOW LEARNER AT ALL LEVELS. PART FOUR TREATS REPORTING AND GENERAL PROGRAM PRINCIPLES INCLUDING GRADING, PROMOTION, SCHOOL ORGANIZATION, AND PROGRAM PLANNING. SELECTED REFERENCES FOLLOW EACH CHAPTER. THIS DOCUMENT WAS PUBLISHED BY PRENTICE-HALL, INC., ENGLEWOOD CLIFFS, N.J., AND IS AVAILABLE FOR $8.95. (MU)

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 12055
Children with major specific learning disabilities.
McIntosh, Dean K.; Dunn, Lloyd M.
U. Hawaii
In L. M. Dunn (Ed.), Exceptional children in the schools: Special education in transition. (2nd ed.). New York, N.Y.: Holt, Rinehart & Winston, 1973. xiii, 610 p

Presents definitions, terminology, and prevalence of the Strauss syndrome, minimal brain dysfunction, and specific learning disabilities. Basic diagnosis and remediation procedures for major disorders motor, visual and auditory discrimination, oral language, reading, spelling, writing, and mathematics are detailed. (6 p. ref.)

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 11973
Children with mild general learning abilities.
Dunn, Lloyd M.
U. Hawaii
In L. M. Dunn (Ed.), Exceptional children in the schools: Special education in transition. (2nd ed.). New York, N.Y.: Holt, Rinehart & Winston, 1973. xiii, 610 p

Defines and discusses general and subgroup characteristics and specific behavioral characteristics of mild learning disabilities. Pioneering, traditional, and emerging provisions of education for the mildly handicapped are detailed. (7 p. ref.)

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 11622
Learning disabilities: An overview.
Thompson, Lloyd J.
U. North Carolina, Chapel Hill
American Journal of Psychiatry 1973 Apr Vol. 130(4) 393-399

Considers that the expression ''learning disabilities'' is widely used and easily understood and may be applied to various handicaps. Details of a reading disability handicap are discussed with implications that apply to the whole group in general. The concept is emphasized that the fundamental basis of specific reading disability or dyslexia is usually found in inherent maturational lags rather than in brain damage or environmental influences. Although developmental lags do produce brain dysfunction, objections to the use of such terms as ''brain damage'' and ''minimal brain dysfunction,'' which connote brain pathology, are stated. The concept of developmental lags is more accurate and more constructive. (27 ref.)

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 09994
Observations of an itinerant teacher.
Martyn, Dorothy W.
Manhattan Children's Treatment Center, N.Y.
Academic Therapy 1972 Sum Vol. 7(4) 439-442

Informally reports some insights gained from intensive work with 17 academically-troubled children in 4 schools during 1969-1970. It is suggested that what is often termed ''learning disability'' could more appropriately be termed ''teaching disability,'' i.e., a failure of the educational system to provide what is needed. It is noted that most Ss in this category, regardless of what led them there, are now suffering from reduced self-esteem and feelings of inadequacy due to failures. Their disabilities are viewed as primarily self-protective devices to avoid further pain and humiliation. An illustrative case history is presented. It is concluded that ways must be found to bolster self-esteem in order to pave the way for competent performance

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 10733
The relationship between Piaget's conversation tasks and selected psycho-educational measures.
Miller, Charles K.
Temple U.
Dissertation Abstracts International 1970, Sep, Vol. 31(3-A), 1081.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 07109
A note on response strategies in children with learning difficulties.
Schmidt, Richard A.; Johnson, Warren R.
U. Michigan
Research Quarterly 1972 Dec Vol. 43(4) 509-513

Applied the technique of knowledge of results (KR) to test the hypothesis that children with learning difficulties use different learning strategies than do their normal counterparts. 18 7-11 yr. olds enrolled in a physical development clinic performed a simple linear positioning task with KR provided after each trial in terms of extent and direction of error. Their performances, when compared with those of 10 normal matched controls and a group of adults, showed no significant differences. It is concluded that the present data do not support the hypothesis.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 01225
Role of mental imagery in free recall of deaf, blind, and normal subjects.
Craig, Ellis M.
Texas Dept. of Mental Health & Mental Retardation, Austin
Journal of Experimental Psychology 1973 Feb Vol. 97(2) 249-253

Tested A. Paivio's (see PA, Vol. 43:10753) dual coding hypothesis in an experiment with 40 undergraduates, 40 deaf adolescents, and 40 blind adolescents. It was hypothesized that the deaf store information almost exclusively in a nonverbal code while the blind primarily use an auditory-motor (verbal) code. Differential retention effects were therefore expected for the 2 groups for words which seem to differ in the ease with which they elicit nonverbal imagery. All the groups recalled high-imagery words better than low-imagery words; this was predicted for normal and deaf, but not for blind Ss. A significant Groups * Imagery Level interaction was found for the normal-blind comparison, but not for the normal-deaf comparison. Serial position effects support the dual coding hypothesis.

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 19295
DIAGNOSTIC AND REMEDIAL TECHNIQUES FOR USE WITH DYSLEXIC CHILDREN.
BANNATYNE, ALEX
U. ILLINOIS, INST. FOR RESEARCH ON EXCEPTIONAL CHILDREN
ACADEMIC THERAPY QUARTERLY 1968 , 3(4), 213-224.

DISCUSSES THE DIFFERENTIAL DIAGNOSES OF ETIOLOGICAL TYPES OF DYSLEXIA AND SOME OF THE BASIC THEORIES WHICH APPEAR TO UNDERLIE THEIR VARIOUS CAUSES. THE MAIN TYPES OF ETIOLOGICAL DYSLEXIA ARE: (1) PRIMARY EMOTIONAL COMMUNICATIVE, (2) MINIMAL NEUROLOGICAL DYSFUNCTION, AND (3) GENETIC. VARIOUS REMEDIAL TECHNIQUES FOR THESE DYSLEXIC TYPES ARE PROPOSED AS GUIDELINES ALTHOUGH THE ''PSYCHOLOGIST, THERAPIST, OR TEACHER WHO WORKS WITH . . . (THESE) CHILDREN WILL NO DOUBT ALREADY HAVE DEVELOPED PERSONAL TECHNIQUES . . . BUT TOO MANY TEACHERS TEND TO USE ONLY 1 SYSTEM FOR ALL TYPES OF CHILDREN. . . . IN REMEDIAL TEACHING . . . INDIVIDUAL PRESCRIPTIONS . . . (MUST BE WRITTEN FOR INDIVIDUAL CHILDREN.)'' (18 REF.)

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 18814
Assessment variables relevant to the referral and placement of pupils in educationally handicapped classes.
Burch, Charles W.
U. Southern California
Dissertation Abstracts 1969, 29(9-A), 2995.

DOC YEAR: 1970 VOL NO: 44 ABSTRACT NO: 17774
A comparison of the Revised Stanford-Binet Intelligence Scale, Form L-M, and the Nebraska Test of Learning Aptitude, 1966 Revision, with groups of mentally retarded, deaf, and normal children.
Howard, Jane O.
U. New Mexico
Dissertation Abstracts International 1970, 30(8-A), 3322.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 11922
The measurement of attentional deficits.
Anderson, Robert P.; Halcomb, Charles G.; Doyle, Robert B.
Texas Tech U.
Exceptional Children 1973 Apr Vol. 39(7) 534-539
Developed a new methodological procedure based on the vigilance task for investigating attentional deficits. Ss were directed to respond to visual signals which occurred within a temporal sequence of visual events noted as a pattern of flashing lights. The procedures differentiated between 30 children with learning disabilities and 30 normal control Ss. Learning disabled children had greater difficulty in attending to a monotonous task and responded to irrelevant stimuli at a higher rate than control Ss. The procedure, which had potentialities as a diagnostic tool, allows attentional deficits in children to be studied to bring variables not previously controlled under experimental scrutiny.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 05838
Use of deficits to identify the learning disabled.
Salvia, John; Clark, John
Pennsylvania State U.
Exceptional Children 1973 Jan Vol. 39(4) 305-308
Discusses statistical weaknesses in the quantification of deficits as a basis for educational decision making with particular reference to achievement-potential deficits as determined by the California Achievement Test and the California Test of Mental Maturity.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 12080
Test review No. 9: Tests of Basic Experiences.
Proger, Barton B.
Journal of Special Education 1972 Sum Vol. 6(2) 179-184
Reviews the Tests of Basic Experiences (TOBE) in terms of administration, scoring and interpretation, standardization, reliability, and validity. It is reported that the TOBE should be particularly useful in isolating general types of difficulties in classes at the start of a school year, especially for disadvantaged or subnormal capacity children.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 12002
The EEG as a predictor of intellective and academic performance.
Hartlage, Lawrence C.; Green, Joseph B.
Medical Coll. of Georgia, Augusta
Journal of Learning Disabilities 1973 Apr Vol. 6(4) 239-242
Investigated the performances of 111 6-16 yr old children who had been classified on the basis of EEG abnormality loci. Analyses of variance were computed among EEG classes for 15 WISC intellective variables and 3 Wide Range Achievement Test academic variables. Only 1 analysis produced significant differences, and subsequent analysis suggested that this difference was artifactual. It is concluded that on the basis of EEG classification of abnormality locus there may be little payoff in terms of predicting specific areas of intellectual or academic impairment in learning disabled children. (19 ref.)

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 05959

PSYCHOMETRIC EVALUATION OF CHILDREN WITH FAMILIAL DYSAUTONOMIA.

SAK, HELEN G.; SMITH, ALFRED A.; DANCIS, JOSEPH
NEW YORK U. SCHOOL OF MEDICINE
AMERICAN JOURNAL OF PSYCHIATRY 1967 , 124(5), 682-687.

A BATTERY OF OBJECTIVE PSYCHOLOGICAL TESTS WAS ADMINISTERED TO 25 CHILDREN WITH FAMILIAL DYSAUTONOMIA AND TO 10 UNAFFECTED SIBLINGS. ALTHOUGH THE CHILDREN WITH DYSAUTONOMIA WERE ABLE TO ACHIEVE, ON THE AVERAGE, AN INTELLIGENCE QUOTIENT WITHIN THE LOW AVERAGE RANGE, COMPARISON WITH THE UNAFFECTED SIBLINGS INDICATED SIGNIFICANT MENTAL IMPAIRMENT. OF ALL THE SUBTESTS GIVEN, THE DYSAUTONOMIC CHILDREN SCORED BEST IN ''SIMILARITIES,'' PARTICULARLY THOSE WHO WERE 9 YR. OLD OR OLDER, INDICATING AN ABILITY TO THINK CONCEPTUALLY. OF 19 DYSAUTONOMIC CHILDREN, ONLY 2 HAVE BEEN ABLE TO MAINTAIN A NORMAL POSITION IN SCHOOL. FACTORS ASSOCIATED WITH THE DISEASE OTHER THEN INTELLIGENCE HAVE PROBABLY CONTRIBUTED TO THIS POOR PERFORMANCE.

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 13078

Patterns of Performance on WISC similarities in emotionally disturbed and brain-damaged children.

Hall, Leon P.; LaDriere, LaVerne
Oakland Schools, County Service Center, Pontiac, Mich.
Journal of Consulting & Clinical Psychology 1969, 33(3), 357-364.

Matched 120 emotionally disturbed and 120 brain-damaged children in a public school setting for WISC Full Scale IQ, CA, and sex. An analysis was made of the similarities subtest responses using the error-analysis approach previously used for differential diagnosis of institutionalized adults' performance on the WAIS Similarities. The Wilcoxon matched-pairs signed-ranks technique was used in analyzing the data. Brain-damaged Ss made significantly more restrictive errors while emotionally disturbed Ss produced significantly more inadequate attempts at conceptualization. The discriminatory power of this error type achieved significance at the .01 level when comparing males alone, while it achieved only the .05 level of significance when applied to the female subgroups. Frequency of errors of the descriptive type and of positive correct responses did not distinguish between the 2 groups. Dynamic implications of findings were discussed.

EJ012762 RE500781

NOTE ON THE PREDICTIVE VALIDITY OF HAMMILL AND IRWIN'S ABSTRACTION TEST

Blount, William R. Psychol Rep; 25; 2; 492-94 69 Oct

DOC YEAR: 1972 VOL NO: 47 ABSTRACT NO: 09467

ANTECEDENT PROBABILITIES, COST EFFICIENCY, AND DIFFERENTIAL PREDICTION OF PATIENTS WITH CEREBRAL ORGANIC CONDITIONS OR PSYCHIATRIC DISTURBANCE BY MEANS OF A SHORT TEST FOR APHASIA.

KRUG, RONALD S.
U. OKLAHOMA, MEDICAL CENTER, OKLAHOMA CITY
JOURNAL OF CLINICAL PSYCHOLOGY 1971, OCT, VOL. 27(4), 468-471

ADMINISTERED THE SCREENING TEST FOR APHASIA AND RELATED DISORDERS (STARD) TO 20 BRAIN-DAMAGED (BD) AND 20 NEUROPSYCHIATRIC PATIENTS (NP). RESULTS SHOW THAT (A) THE BD AND NP GROUPS WERE DISCRIMINATED SUCCESSFULLY BY 13 UNITARY SCALES AND COMPOSITE SCORES, (B) THE STARD CORRECTLY CLASSIFIED UP TO 80% OF THE SS, AND (C) 3 OF THE 4 MISCLASSIFIED BD SS HAD A DYSFUNCTION OF 1 BUT NOT BOTH FRONTAL LOBES. ANTECEDENT PROBABILITY STATISTICS DISCOURAGE USE OF THIS INSTRUMENT, ALTHOUGH COST EFFICIENCY ANALYSIS DEMONSTRATES THE TEST TO HAVE CONSIDERABLE PRACTICAL UTILITY.

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 11336

The problem of assessing cerebral dominance and its relationship to intelligence.

Berman, Allan
U. Rhode Island
Cortex 1971 Dec Vol. 7(4) 372-386

Assembled a battery of tasks designed to measure both the direction and the degree of cerebral dominance. A scoring system was devised which appropriately weighted the tasks and assigned a differential score termed the Index of Cerebral Dominance (ICD). The ICD, along with the Columbia Mental Maturity Scale, was administered to 5 groups of 20 Ss each. Groups included individuals with (a) superior intelligence, with no brain damage; (b) average intelligence, with no brain damage; (c) retarded intelligence, with no brain damage; (d) average intelligence, with lateralized brain damage; and (e) retarded intelligence, with lateralized brain damage. Results are interpreted as supporting the hypotheses that there is a significant relationship between cerebral dominance and intelligence, and that such a relationship is more predictable for Ss without other brain disorders than it is for Ss who are so damaged. It was also found that ICD scores of Ss with retarded intelligence but no brain damage were the lowest of any group, and significantly lower than scores of a group with similar intelligence, but who had brain damage. It is concluded that cerebral dominance is not only related to intelligence, but might also play a role in determining intelligence.

EJ052439 EC041023

A METHODOLOGICAL NOTE ON DRUG EXPERIMENTATION

Meile, Richard L.; Burk, H. Warren American Journal of Mental Deficiency; 75; 6; 692-5 May 71

The utility of test factor analysis for drug research was investigated in a study of the effects of a minor tranquilizer on retarded subjects. (Author)

EJ058398 RE504019
VALIDITY OF THE SLOSSON DRAWING COORDINATION TEST WITH ADOLESCENTS OF BELOW-AVERAGE ABILITY
Alcorn, Charles L.; Nicholson, Charles L. Perceptual and Motor Skills; 34; 1; 261-62 Feb 72

EJ019428 CG501344
STUDY OF THE COMPARABILITY OF THE WISC AND THE WAIS
Simpson, Robert L. J Consult Clin Psychol; 34; 2; 156-158 70 Apr

Subtests of the two instruments were administered in randomized order to 120 16 year old students. Analysis of variance revealed higher WAIS than WISC Verbal (p is less than .001), Performance (p is less than .01), and Full Scales (p is less than .001) IQs. The WISC and WAIS are not comparable for below average intelligence students. Reprints from author at 800 North State College Boulevard, Fullerton, Cal. 92631. (Author)

EJ018180 RE501283
EVALUATION OF WISC SIMILARITIES RESPONSES ACCORDING TO COGNITIVE STYLE AND ERROR ANALYSIS: A COMPARATIVE STUDY
Hall, Leon P.; LaDriere, M. LaVerne Psychol Rep; 26; 1; 175-80 70 Feb

EJ073555 CG505403
A REVISION OF THE HALSTEAD CATEGORY TEST FOR CHILDREN AGED 9 TO 15
Kilpatrick, Doreen L.; Spreen, Otfried Psychology in the Schools; 10; 1; 101-106 Jan 73

The analyses of data obtained from bain damaged and normal children of 9 to 11 and 12 to 15 years indicate that the IHCT is a better discriminator between brain damaged and normal Ss in the older age group. A shortened version of the IHCT produced for this study showed the same results. (JC)

EJ073156 EC051021
THE VALIDITY OF THE REVISED OBJECTIVE PERCEPTUAL TEST IN DIFFERENTIATING AMONG NONORGANIC, MINIMALLY ORGANIC, AND GROSSLY ORGANIC CHILDREN
Fidel, Edward A.; Ray, Joseph B. Journal of Special Education; 6; 3; 279-84 F 72

Studied was the validity of the Revised Objective Perceptual Test in discriminating among 40 normal and 60 neurologically handicapped (40 minimally organic and 20 grossly organic cerebral palsied) children between 5 and 10 years of age. (DB)

EJ071570 EC050766
CONCURRENT VALIDITY OF THE PEABODY INDIVIDUAL ACHIEVEMENT TEST
Soethe, James W. Journal of Learning Disabilities; 5; 9; 560-2 Nov 72

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 04921

A comparative study of diagnostic potential and efficiency of six scoring systems applied to children's figure drawings.

Hall, Leon P.; Ladriere, N. Laverne

Psychology in the Schools 1970, Jul, Vol. 7(3), 244-247

The screening validity of 6 scoring systems was appraised by applying them to 3 diagnostic categories: emotionally disturbed, perceptually handicapped, and normal. None of the scoring systems could differentiate between adjustment and learning problems but significant mean differences were obtained between the problem and nonproblem groups.

EJ081297 EC051783

NEUROLOGICAL DYSFUNCTION AND READING DISORDERS

Black, F. William Journal of Learning Disabilities; 6; 5; 313-6 May 73

Intellectual functioning, visual perception, and academic achievement were investigated in two samples (25 in each) of children (mean IQ 94.20 and 95.32, and mean age 8.24 years and 8.13 years, respectively) with significant reading disorders. (Author/MC)

PUPIL OUTCOMES

Categorical Orientations

Blind	11
Brain Damaged	33
Deaf	42
Emotionally Disturbed	63
Mentally Retarded	65
Speech Disorders	108
Learning Disabilities	119

Blind

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 15869
BASIC AND COMPLEX FUNCTIONS IN THE BLIND AND THE SIGHTED.
AXELROD, SEYMOUR
NEW YORK U.
DISSERTATION ABSTRACTS 1968 , 28(9-B), 3890-3891.

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 02817
What constitutes blindness? II. Psychology.
Warren, R. L.
3540 E. 31st St., Tulsa, Okla.
Journal of the American Optometric Association 1969, Nov, Vol. 40(11), 1116-1120

Provides practical suggestions for the understanding and management of the low vision patient. Special needs of patients with 3 categories of visual loss are discussed, including those with problems (a) existing at birth, (b) of recent origin, and (c) existing for many yr. Sociological and monetary considerations are presented in terms of the person who is considering entering the vision care field. It is noted that the tendency to view vision care as a humane act and therefore something to be given away is 1 of the chief deterrents to the expansion of the field of optometry. Specific suggestions for determining the cost of an optometric service are reviewed.

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 11815
The Grossmont vision program.
Arbital, Irving
Grossmont Union High School, Dept. of Special Education, San Diego, Calif.
Exceptional Children 1968, 34(10), 759-760.

Describes the Grossmont vision screening program whose purposes are: "(1) To detect those children who have vision or potential vision problems that may affect the physiological or perceptive processes of vision. (2) To identify those children who have vision problems that interfere with school performance. (3) To give school counselors information that may be of aid in counseling children as to the possible effect of a particular defect and its relationship to future career opportunities."

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 10174
An investigation of the validity of performance tasks used as predictors of basic academic learning ability in elementary school age blind children.
Goldman, Herbert
Washington U.
Dissertation Abstracts 1968, 29(6-B), 2201.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 05084
Social and psychological aspects of blindness: A sampling of the literature.
Jastrzembska, Zofja S.
American Foundation for the Blind, Research Bulletin 1973 Jan No. 25 169-173
Briefly reviews selected literature to integrate work on the sociopsychological consequences of blindness into a meaningful whole. (38 ref.)

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 16127
BEHAVIORAL ASPECTS OF DEVELOPMENTAL VISION.
GOLDSTEIN, EDWARD L.
2079 WANTAGH AVE., WANTAGH, N.Y.
JOURNAL OF THE AMERICAN OPTOMETRIC ASSOCIATION 1968 , 39(1), 38-43.
EXAMINES PSYCHOLOGICAL THEORIES "OF LEARNING, PERCEPTION, MOTIVATION, AND NEURAL FUNCTION WHICH ARE RELATIVE TO AN UNDERSTANDING OF THE VISUAL MOTOR AND PERCEPTUAL PROCESSES." THE INTERRELATIONSHIP OF THE DEVELOPMENT OF THE ORGANISM AND VISION IS ANALYZED. POSSIBLE DERIVATIONS OF VISUAL PROBLEMS OF NORMAL UNDERACHIEVERS ARE DESCRIBED. TEST BATTERIES USED TO DIAGNOSE VISUAL MOTOR AND PERCEPTUAL PROBLEMS IN UNDERACHIEVERS AND NEUROLOGICALLY IMPAIRED CHILDREN ARE DISCUSSED, STRESSING THE NEED FOR STATISTICAL EVALUATION OF TESTS. THE TRAINING APPROACH IS EVALUATED, CONSIDERING THE NATURE OF VISUAL AND VERBAL INSTRUCTION, AND MANUAL GUIDANCE DURING PERFORMANCE. THE IMPORTANCE OF TRANSFER IN LEARNING IS ALSO STRESSED. (28 REF.)

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 01428
Psychoanalytic studies of the sighted and the blind.
Burlingham, Dorothy
New York, N.Y.: International Universities press, 1972. vi, 396 p. 15

DOC YEAR: 1967 VOL NO: 41 ABSTRACT NO: 17008
A STUDY OF MANIFEST ANXIETY AMONG BLIND RESIDENTIAL SCHOOL STUDENTS USING AN EXPERIMENTAL INSTRUMENT CONSTRUCTED FOR THE BLIND.
HARDY, RICHARD E.
U. MARYLAND
DISSERTATION ABSTRACTS 1967 , 27(11-A), 3693-3694.

DOC YEAR: 1971 VOL NO: 46 ABSTRACT NO: 01794
Manifest anxiety in visually impaired adolescents.
Miller, William H.
Virginia School for the Deaf & Blind, Staunton
Education of the Visually Handicapped 1970, Oct, Vol. 11(3), 91-95
Used the Anxiety Scale for the Blind to ascertain differences in anxiety levels between partially sighted and totally blind adolescents, and between students in special classes and those in Grades 9-12. No significant differences in levels of anxiety were found between partially sighted and totally blind Ss, or between Ss in special classes and those in regular classes. However, the anxiety level of students in the 11th and 12th grades was significantly greater than that for 9th and 10th grade students.

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 05916
PREDICTION OF MANIFEST ANXIETY LEVELS OF BLIND PERSONS THROUGH THE USE OF A MULTIPLE REGRESSION TECHNIQUE.
HARDY, R. E.
INTERNATIONAL JOURNAL FOR THE EDUCATION OF THE BLIND 1967, 17(2), 51-55.

A STEPWISE MULTIPLE REGRESSION PROGRAM WAS USED TO STUDY THE RELATIONSHIP OF ANXIETY, AS MEASURED BY TAYLOR'S MA SCALE AND THE ANXIETY SCALE FOR THE BLIND, WITH TEACHERS' RATINGS, VERBAL INTELLIGENCE, VISUAL ACUITY, SEX, RACE, AGE, AND INSTITUTION ATTENDED. SS WERE 122 LEGALLY BLIND STUDENTS RANGING IN AGE FROM 13-22 YR. RESULTS INDICATE THAT OLDER STUDENTS OF LOWER INTELLIGENCE WHO WERE RATED HIGHLY ANXIOUS BY A TEACHER TENDED TO HAVE HIGHER ANXIETY SCORES. THE CORRELATION COEFFICIENT BETWEEN THE 2 ANXIETY MEASURES WAS .74.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 06687
Blindness, situational dependency, and helping behavior.
Baker, Larry D.; Reitz, H. Joseph
U. Missouri, St. Louis
Proceedings of the 81st Annual Convention of the American Psychological Association, Montreal, Canada 1973 Vol. 8 807-808

Conducted field research on whether blind persons would be helped more than sighted persons in situations in which sight was not essential to the person's plight. Help was sought by telephone from 428 Ss by a caller who identified himself as either blind or sighted, in a situation involving either high or low dependency. Help was given more frequently to the blind than to the sighted caller across situations, and more frequently to the caller in the high dependency situation. Additionally, female Ss were much more sensitive than males to the vision and situational dependency of the caller. Results are related to the personality development of the blind.

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 05912
SOME EDUCATIONAL CHARACTERISTICS OF PARTIALLY SEEING CHILDREN.
BATEMAN, B.; WETHERELL, J. L.
U. OREGON
INTERNATIONAL JOURNAL FOR THE EDUCATION OF THE BLIND 1967, 17(2), 33-40.

DATA WERE OBTAINED FROM QUESTIONNAIRES RETURNED BY 31 TEACHERS OF 297 PARTIALLY SEEING CHILDREN IN GRADES 1-12. COMPARING THESE DATA WITH THOSE WITH MILD AND SEVERE VISUAL DEFECTS REVEALED THE FORMER TO BE BETTER SOCIALLY ADJUSTED. BOTH GROUPS WERE BETTER ADJUSTED THAN THE MODERATE DEFECT GROUP. THE SEVERE DEFECT GROUP WAS BRIGHTER AND MORE DEPENDENT ON BOOKS IN LARGE TYPE. A STRONG RELATIONSHIP WAS FOUND BETWEEN POOR ADJUSTMENT AND LOW INTELLIGENCE. SEVERAL SIGNIFICANT DIFFERENCES WERE FOUND BETWEEN STUDENTS IN RESOURCE ROOMS AND SPECIAL CLASSES THAT WERE ATTRIBUTED TO DIFFERENCES IN TEACHERS' EXPERIENCE AND TECHNIQUES FOR THE 2 GROUPS.

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 09309

FACTORS ASSOCIATED WITH INTELLECTUAL VARIATION AMONG VISUALLY IMPAIRED CHILDREN.

JORDAN, JOHN E.; FELTY, JOHN
MICHIGAN STATE U.
AMERICAN FOUNDATION FOR THE BLIND RESEARCH BULLETIN 1968 , NO. 15, 61-70.

STUDIED 253 6-16 YR. OLD BLIND SS TO EVALUATE THE RELATIVE INFLUENCE ON IQ OF DIRECT SENSORY EFFECTS (AGE OF ONSET, DEGREE, AND CAUSE OF BLINDNESS) AND OF SOCIAL-PSYCHOLOGICAL VARIABLES (FAMILY HISTORY OF BLINDNESS, YEARS OF EDUCATION, SOCIOECONOMIC STATUS, NUMBER OF SIBLINGS, AND SIBLING POSITION). NO SIGNIFICANT SENSORY RELATIONSHIPS WERE FOUND UNLESS CAUSES OF BLINDNESS WERE DICHOTOMIZED INTO CNS VS. NON-CNS. SIGNIFICANT SOCIAL-PSYCHOLOGICAL RELATIONSHIPS WERE OBTAINED FOR LIMITED SCHOOLING AND BLINDNESS IN THE IMMEDIATE FAMILY; BOTH REDUCED IQ SCORES. (19 REF.)

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 04299

Cognitive patterning in congenitally totally blind children.

Witkin, Herman A., et al
State U. New York, Downstate Medical Center, Brooklyn
Child Development 1968, 39(3), 767-786.

Because lack of vision hampers development of articulation and fosters dependence on others, it was hypothesized that 25 congenitally totally blind children show less differentiated cognitive functioning than 28 sighted Ss. This was confirmed by using a special battery of perceptual and problem-solving tests and clay models of the human figure to assess articulation of body concept. In addition to being inferior in analytical competence, the blind Ss were superior to the sighted Ss in capacity for sustained auditory attention and equivalent in verbal-comprehension ability. The picture in the blind is uneven in level of functioning from 1 cognitive area to another. (27 ref.)

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 17787

A ONE-YEAR STUDY OF THE RELATIONSHIP BETWEEN CHANGES IN VISUAL EFFICIENCY AND GROWTH OF SCHOLASTIC ACHIEVEMENT OF THE FIFTH, SIXTH AND SEVENTH GRADES IN MORRIS TOWNSHIP, NEW JERSEY.

GOLDENBERG, SAMUEL
NEW YORK U.
DISSERTATION ABSTRACTS 1968 , 28(10-A), 3930-3931.

DOC YEAR: 1971 VOL NO: 46 ABSTRACT NO: 03743

Perceptual learning disabilities in blind children.

Brodlie, Jerome F.; Burke, John
Southern Connecticut State Coll.
Perceptual & Motor Skills 1971, Feb, Vol. 32(1), 313-314

119 totally blind and 81 legally blind children were observed for perceptual problems in learning to read and write. Error patterns analogous to those found in sighted "dyslexic" children were observed in about 15% of both groups. These legally blind children with perceptual deficits were first taught to read and write by sighted methods before learning Braille. A child had similar errors when learning to read or write Braille and when learning by the traditional sighted method.

DOC YEAR: 1971 VOL NO: 46 ABSTRACT NO: 05299
Facilitation of associative learning among blind children.
Martin, Clessen J.; Herndon, Mary A.
Texas A & M U., Human Learning Research Lab.
Proceedings of the Annual Convention of the American Psychological Association 1971, Vol. 6 (Pt. 2), 629-630

Examined the associative strategies reported by blind children, and attempted to determine whether syntactical strategy aids facilitate the storage of verbal associations in memory for these Ss. The experimental (E) group received syntactical strategies during the learning task: the control (C) group was not provided with any E-supplied strategies. Performance of the E group was significantly superior to the C group. Blind Ss' verbal reports concerning how they learned the associations could be classified according to a previous classification scheme developed from sighted Ss' verbal reports.

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 15872
ASSOCIATIVE CHARACTERISTICS OF BLIND AND SIGHTED CHILDREN TO SELECTED FORM CLASSES.
TILLMAN, M. H.; WILLIAMS, CHARLOTTE
U. GEORGIA
INTERNATIONAL JOURNAL FOR THE EDUCATION OF THE BLIND 1968, 18 (2), 33-40.

WORD ASSOCIATION (WA) AND WORD USAGE (WU) TASKS DESIGNED TO MEASURE VERBAL DEVELOPMENT TRENDS (COUNT NOUNS, MASS NOUNS, ADJECTIVES, TRANSITIVE VERBS, INTRANSITIVE VERBS, AND ADVERBS) WERE ADMINISTERED TO 35 BLIND AND 35 SIGHTED 7-11 YR. OLD SS TO STUDY THE EFFECT OF SEVERE VISUAL IMPAIRMENT. WA RESULTS INDICATED THAT BOTH GROUPS HAVE A SIMILAR RATE AND SEQUENCE OF ACQUISITION OF THESE PARTS OF SPEECH AND ARE AT SIMILAR LEVELS OF LANGUAGE DEVELOPMENT. MEANS WERE HIGHER FOR BLIND SS IN EACH CATEGORY ON THE WU TASK, BUT THE USE OF YOUNGER SS IS SUGGESTED TO CLARIFY THESE FINDINGS.

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 00577
PICTURES OF THE INTELLECTUAL ORIENTATION OF PARTIALLY-SIGHTED CHILDREN.
VAN DER MERWE, S. W.
EDUCATIONAL STUDIES 1966, NO. 48, 133 P.

TEST MATERIALS INCLUDE THE WILLIAM'S INTELLIGENCE TEST FOR CHILDREN WITH DEFECTIVE VISION, A READING TEST, A DICTATION TEST, RORSCHACH CARDS, AND OTHER SPECIALLY CONSTRUCTED TESTS INVOLVING GRAPHIC ILLUSTRATIONS TO TEST VISUAL AND GRAPHIC EXPRESSION. CASE HISTORIES; PHENOMENOLOGICAL OBSERVATIONS (E.G., SPIRITUAL, AFFECTIVE, PHYSICAL, AND BEHAVIORAL INFLUENCES); AND QUANTITATIVE, QUALITATIVE, AND PEDAGOGICAL ANALYSES OF INTELLECTUAL ORIENTATION ARE PRESENTED FOR EACH OF 10 SS, INCLUDING A FINAL ANALYSIS OF THE GROUP AS A WHOLE. GENERAL FINDINGS SHOW A HIGH INCIDENCE OF EMOTIONAL DISTURBANCE, INADEQUATE ATTUNEMENT TO SPIRITUAL VALUES, POOR TO INDIFFERENT QUANTITATIVE INDICES, AND INSUFFICIENT INTELLECTUAL DEVELOPMENT. DIDACTICAL AND PEDAGOGICAL IMPLICATIONS OF THE NOTED DEFICIENCIES ARE DISCUSSED AND PRACTICAL SUGGESTIONS TO ALLEVIATE THE PROBLEMS AND PROMOTE MORE FAVORABLE INTELLECTUAL DEVELOPMENT ARE OFFERED. AFFECTION, SPECIAL AIDS, GUIDANCE, AND SUPPORT ARE STRESSED.

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 05904
A comparative study to determine whether differences exist in persuasibility between blind and sighted adolescents.
Herrick, Ann
U. Utah
Dissertation Abstracts 1968, 29(3-A), 814.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 06972
Language meaning (gender shaping) among blind and sighted students.
Cull, John G.; Hardy, Richard E.
Virginia Commonwealth U., Regional Counselor Training Program, Fishersville
Journal of Psychology 1973 Mar Vol. 83(2) 333-334

Examined whether substantially different word meanings exist within the language systems of blind and sighted students. 22 totally blind and 64 sighted high school students were randomly selected and administered the Gender Association Survey. Blind Ss showed significant $p < .05$)#### ifferences from their sighted counterparts in assigning gender to 17 out of 50 commonly used words. Language seems to help condition perception and persons who are deprived of vision seem to have different interpretations concerning the meaning of words in the language.

DOC YEAR: 1967 VOL NO: 41 ABSTRACT NO: 14060
DIAGNOSTIC READING TEST FOR THE BLIND.
BERGER, ALLEN; KAUTZ, CONSTANCE
SOUTHERN ILLINOIS U.
PERCEPTUAL + MOTOR SKILLS 1967 , 24(3, PT. 1), 850.

DESCRIBES THE 1ST BRAILLE INFORMAL READING INVENTORY AND ITS VALUE IN DIAGNOSING THE READING ABILITIES OF BLIND CHILDREN.

DOC YEAR: 1970 VOL NO: 44 ABSTRACT NO: 15086
Verbalism and affective meaning for blind, partially seeing and normally sighted school aged children.
DeMott, Richard M.
Michigan State U.
Dissertation Abstracts International 1969, 30(6-A), 2371-2372.

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 11157
THE IMPROVEMENT OF LISTENING COMPREHENSION IN PARTIALLY SIGHTED STUDENTS.
BISCHOFF, ROBERT W.
U. OREGON
DISSERTATION ABSTRACTS 1967 , 28(6-A), 2132-2133.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 05027
A study of imagery in the sighted and the blind.
Dauterman, William L.
American Foundation for the Blind, Research Bulletin 1973 Jan No. 25 95-167

Presents a 4-part review (psychological literature on imagery, imagery and blindness, imagery tests, and references) of various aspects of imagery as they apply to both the sighted and the blind. (161 ref.)

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 04495
A VISUAL-SPATIAL CONCEPT OF SPELLING.
BARSCH, RAY H.
ACADEMIC THERAPY QUARTERLY 1967 , 3(1), 5-8.
ATTEMPTED TO FIND A CORRELATION BETWEEN SPELLING INADEQUACY AND SPATIAL-VISUAL COMPETENCE. DISTINCTIVE PATTERNS OF FIXED INACCURATE VISUALIZATIONS, UNFIXED VISUALIZATIONS, AND CONSISTENT ERRORS WERE IDENTIFIED IN 24 3RD AND 4TH GRADE SS WITH LEARNING DISABILITIES AND A DEFINITE SPELLING INADEQUACY CONSIDERED AS A FEATURE OF THEIR PROBLEM MATRIX. AREAS FOR FURTHER RESEARCH ARE IDENTIFIED.

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 01017
SPATIAL ORIENTATION IN THE BLIND.
LEONARD, J. ALFRED; NEWMAN, R. C.
U. NOTTINGHAM, ENGLAND
NATURE 1967 , 215(5108), 1413-1414.
WHATEVER ''DIFFICULTIES CONGENITALLY BLIND SS MAY EXPERIENCE IN PROBLEMS OF SPATIAL ORIENTATION ARE MORE LIKELY TO BE CAUSED BY LACK OF EXPERIENCE THAN BY BLINDNESS AS SUCH.'' 6 BLIND BOYS FOLLOWED A ROUTE SHOWN ON A TACTUAL MAP IN WHICH THERE WERE 2 DETOUR PROBLEMS ON THEIR ROUTE. SS' PERFORMANCE WAS TIMED AND ERRORS WERE NOTED. RESULTS SHOW THAT BLIND SS WERE ABLE TO ORIENT THEMSELVES IN SPACE.

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 06811
Deficit in space concepts associated with visual deprivation.
Hartlage, Lawrence C.
Veterans Administration Hosp., Indianapolis, Ind.
Journal of Learning Disabilities 1968, Nov, Vol. 1(11), 649-651
Used a spatial relationship test to measure a deficit in space concepts associated with visual deprivation in a comparison of 50 2nd, 3rd, 5th, 7th, and 12th grade children blind from birth and 50 sighted Ss matched for age, sex, and achievement test scores. Significant differences were found between blind and sighted Ss on spatial relationships, but not on other base-line measures. It is suggested that the development of spatial abilities is dependent on visual experience.

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 10175
Verbal tests of spatial conceptualization.
Hartlage, Lawrence C.
Goodwill Industries, Indianapolis, Ind.
Journal of Experimental Psychology 1969, 80(1), 180-182.
Measured spatial conceptualization in blind and sighted 7-18 yr. old Ss. Blind Ss without other impairment were matched with sighted Ss for age, sex, and estimated intellectual ability. There was a total of 100 blind and sighted Ss from 5 age levels. With control for ordering ability, the sighted Ss performed significantly better than blind Ss on spatial concepts at all grade levels. It is concluded that vision may be crucial in the development of spatial ability.

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 13185
The role of vision in the development of spatial ability.
Hartlage, Lawrence C.
U. Louisville
Dissertation Abstracts 1969, 29(8-B), 3087.

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 10466
Intermodality relations in localization in blind and sighted people.
Warren, David H.; Pick, Herbert L.
U. California, Riverside
Perception & Psychophysics 1970, Dec, Vol. 8(6), 430-432

Gathered developmental data on the relative importance of vision, audition, and proprioception in determining spatial direction in a conflict situation. 72 Ss were divided into equal groups at each of 3 age levels, 2nd and 6th grade, and undergraduates. Age trends did not support the hypothesis that information from different modalities becomes better differentiated with age. In a follow-up study, 116 blind children, divided into 3 age groups roughly equivalent to those of the sighted Ss, were tested under auditory-proprioceptive conflict conditions. No age changes were found. A 3rd study with Ss either blind or visually handicapped from birth is also described. The possibility of a visual involvement in auditory and proprioceptive localization is discussed.

DOC YEAR: 1972 VOL NO: 47 ABSTRACT NO: 09447
A PROFILE OF A VISUAL DYSLEXIC.
ANAPOLLE, LOUIS
NORTHEASTERN U.
AMERICAN JOURNAL OF OPTOMETRY & ARCHIVES OF AMERICAN ACADEMY OF OPTOMETRY 1971, MAY, VOL. 48(5), 385-391

PRESENTS, FOR THE OPTOMETRIST AN APPRAISAL OF THE EXISTENCE OF THE VISUAL DYSLEXIC STUDENT BY PROPER IDENTIFICATION OF HIS PERSONALITY AND TEMPERAMENT, SCHOLASTIC ACHIEVEMENT RECORD, AND VISUAL SYNDROME TYPICALLY ASSOCIATED WITH THIS INDIVIDUAL.

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 08706
The effects of training on the intelligibility and comprehension of frequency shifted time-compressed speech by the blind.
Resta, Paul E.
Arizona State U.
Dissertation Abstracts 1966, 29(5-A), 1455.

DOC YEAR: 1971 VOL NO: 46 ABSTRACT NO: 05506
The effect of texture on tactual perception of length.
Hanninen, Kenneth A.
Wayne State U.
Exceptional Children 1970, May, Vol. 36(9), 655-659

Tested 29 blind and 78 sighted elementary and junior high school students in 2 local public schools and 2 residential schools for blind for the effect of coarse and fine texture on their ability to judge the lengths of abrasive paper presented individually. It was predicted that Ss would underestimate the coarse textures and overestimate the fine textures when stimuli were presented successively for tactual exploration. Results do not support the predicted bias in judgment of length; however, analysis of the errors to criterion in training support the idea that texture consistently facilitated or interfered with making judgments of length. Implications for tactile displays in classrooms for blind are suggested.

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 10171
Measuring form-descrimination in blind individuals.
Crandell, John M.; Hammill, Donald D.; Witkowski, CasimarBarkovich, Fred.
Temple U.
International Journal for the Education of the Blind 1968, 18(3), 65-68.

51 10-21 yr. old blind students, were used to refine the Tactile-Kinesthetic Form Discrimination Test. The test is constructed of geometric forms embossed as 3-dimensional figures in thin plastic sheets. The final form contains 25 items and is designed to measure ability to discriminate forms by use of tactual and kinesthetic sensory modalities. Items range from easy to difficult, and have a discrimination index of over .5. The Kuder-Richardson estimate of reliability is .87. Validity correlations of .59 and .36 were reported between the test, the verbal IQ, and grade placement, respectively.

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 18188
MODELING A TACTILE SENSORY REGISTER.
HILL, JOHN W.; BLISS, JAMES C.
STANFORD RESEARCH INST., MENLO PARK, CALIF.
AMERICAN FOUNDATION FOR THE BLIND, RESEARCH BULLETIN 1968 , NO. 17, 91-130.

THE 24 PHALANGES OF BOTH HANDS WERE EXPOSED TO 2-12 SIMULTANEOUS AIR JET STIMULI IN A SERIES OF EXPERIMENTS WITH 3 SIGHTED AND 2 BLIND SS. EVIDENCE WAS ADDUCED FOR A TACTILE SHORT-TERM MEMORY THAT HAD A DURATION OF A FEW SEC., VARIED IN SIZE (BUT NOT IN TEMPORAL CHARACTERISTICS) FOR DIFFERENT SS, AND WAS LIMITED IN CAPACITY BY SPATIAL RESOLUTION. THE LATTER WAS DUE TO STIMULUS-SPREADING OR LATERAL EXCITATION.

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 18187
THE PERCEPTION OF MULTIPLE TACTILE STIMULI.
HILL, JOHN W.
STANFORD U.
DISSERTATION ABSTRACTS 1968 , 28(11-B), 4775-4776.

DOC YEAR: 1971 VOL NO: 46 ABSTRACT NO: 03543
Kinesthetic memory, comparing the blind and sighted.
Shagan, Joan M.
George Washington U.
Dissertation Abstracts International 1971, Jan, Vol. 31(7-B), 4320-4321.

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 03198
THE CONSTRUCTION OF AN INDIVIDUAL, DIAGNOSTIC TEST OF BRAILLE PERCEPTUAL SKILLS.
HANLEY, LEO F.
BOSTON U. SCHOOL OF EDUCATION
DISSERTATION ABSTRACTS 1967 , 28(2-A), 497-498.

ED012386 24 AA000138
METHODS OF TEACHING BRAILLE READING.
ABEL, GEORGIE LEE; LOWENFELD, BERTHOLD
Frederick Burk Foundation for Education, San Francisco, Calif.
Report No.-BR-5-0332; CRP-2526
Pub Date FEB67 Note-119P.
EDRS PRICE MF-$0.65 HC-$6.58

THIS THREE-PART REPORT DESCRIBES THE STATUS OF BRAILLE READING INSTRUCTION IN LOCAL AND RESIDENTIAL SCHOOLS IN THE UNITED STATES IN 1965, PRESENTS STATISTICS DESCRIBING PERSONAL CHARACTERISTICS OF 200 STUDENTS TESTED AS PART OF THIS STUDY, AND PRESENTS ANALYSIS AND INTERPRETATION OF THE DATA GATHERED FROM THE TESTS. THE STATUS OF BRAILLE READING INSTRUCTION WAS DETERMINED FROM QUESTIONNAIRES FILLED OUT BY 520 TEACHERS. NO CONSISTENTLY DIFFERENT PATTERNS OF INSTRUCTION WERE FOUND. IN THE SECOND PART OF THE STUDY, TESTS FOR DETERMINING READING RATE AND READING COMPREHENSION OF BRAILLE READERS WERE GIVEN TO 50 FOURTH GRADERS AND 50 EIGHTH GRADERS FROM LOCAL SCHOOLS AND AN EQUAL NUMBER FROM THE SAME GRADES IN RESIDENTIAL SCHOOLS. THE RESULTS WERE COMPARED WITH MEASURES OF THE SAME ABILITIES IN VISUAL READERS. RESULTS OF THE STUDY SHOWED THAT AGE DIFFERENCES BETWEEN BLIND AND SEEING CHILDREN, AS GRADE-LEVEL GROUPS, WERE FAR LESS THAN REPORTED IN THE PAST. FOURTH-GRADE BLIND CHILDREN WERE 1.2 YEARS OVER AGE, AND PRACTICALLY NO DIFFERENCE WAS FOUND FOR EIGHTH GRADERS. INTELLIGENCE LEVELS OF FOURTH-GRADE STUDENTS WERE CLOSE TO AVERAGE, AND EIGHTH GRADERS WERE ABOVE NORMAL. READING COMPREHENSION OF THE BLIND CHILDREN WAS EQUAL TO THAT OF THE SEEING CHILDREN IN THE FOURTH GRADE, BUT WAS SUPERIOR TO THE COMPREHENSION OF SEEING CHILDREN IN THE EIGHTH GRADE. MOST STUDENTS WITH HIGH COMPREHENSION WERE FAST READERS, AND THOSE WITH LOW COMPREHENSION WERE SLOW READERS. READING BEHAVIORS FOUND TO BE CHARACTERISTIC OF THE SLOW AND FAST READERS WERE DESCRIBED, AND RECOMMENDATIONS FOR READING INSTRUCTION WERE GIVEN. (AL)

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 06994
Patterns of response in the perception of Braille configurations.
Flanigan, Patrick J.; Joslin, Elizabeth S.
U. Wisconsin, Center on Behavioral Disabilities
New Outlook for the Blind 1969, Oct, Vol. 63(8), 232-244

Attempted (a) to measure the interval between braille stimulus presentation and response on a programed tachistoscopic instruction device, and (b) to determine the efficacy of the device as a teaching machine. 27 visually handicapped underwent 2 phases of experimentation. The presentation phase identified the optimal range of perception and ranked the 26 letters according to difficulty . The remediation phase employed the normative data developed in Phase 1 and attempted to devise a method whereby rapid presentation and discrimination of single-cell configurations could be attained. Results of the experiment were (a) that the optimal speed of presentation of braille configurations is .6 sec., (b) that certain letters are more difficult than others, and (c) that the difficulty of these letters could be slightly lessened by remediation. Treatment effects on traditional braille reading ability was increased by 5.7 words/min due to remediation. It is concluded that the automated learning device may be potentially beneficial in teaching people to read braille. (18 ref.)

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 10957
DIFFERENCE IN CURIOSITY LEVELS OF BLIND AND SIGHTED SUBJECTS.
BOTTRILL, JOHN H.
ST. JOHN'S COLL., WINNIPEG, MANITOBA, CANADA
PERCEPTUAL + MOTOR SKILLS 1968 , 26(1), 189-190.

ATTEMPTED TO DETERMINE WHETHER BLIND PEOPLE ARE LESS CURIOUS THAN SIGHTED AND WHETHER CURIOSITY BEHAVIOR IS INFLUENCED BY THE DEGREE AND SEVERITY OF BLINDNESS. A TEST OF PERCEPTUAL CURIOSITY SHOWED THE SIGHTED TO BE MORE CURIOUS THAN THE BLIND, ALTHOUGH A LOCOMOTOR TEST SHOWED NO SUCH SIGNIFICANT DIFFERENCE. NO SIGNIFICANT VARIATION WAS FOUND AMONG SS DIVIDED AS TO SOURCE OF BLINDNESS. (30 REF.)

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 11926
The effects of visual deprivation on the creative thinking abilities of children.
Halpin, Glennelle M.
U. Georgia
Dissertation Abstracts International 1973 Jan Vol. 33(7-A) 3381-3382

DOC YEAR: 1971 VOL NO: 46 ABSTRACT NO: 01628
Auditory discrimination ability of visually limited children.
Hare, Betty A.; Hammill, Donald D.; Crandell, John M.
Temple U.
New Outlook for the Blind 1970, Nov, Vol. 64(9), 287-292

Selected data from a pool of information on 85 visually limited and 77 sighted children from private residential and public schools in the greater Philadelphia area. Sound discrimination ability was measured by Form A of the Irwin Sound Discrimination Test, in which the S indicates verbally whether or not pairs of words are the same or different. In order to demonstrate the relationship of sound discrimination to the other key input modality, a test of tactile-kinesthetic discrimination was administered individually to each S. The visually limited did not demonstrate superior sound discrimination ability. No relationship was found between visual acuity and sound discrimination ability. No significant relationship was found between auditory discrimination ability and tactile-kinesthetic skills.

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 14813
Relationship between mobility and divergent thinking in blind children.
Blackhurst, A. E.; Marks, C. H.; Tisdall, W. J.
U. Kentucky
Education of the Visually Handicapped 1969, 1(2), 33-36.

152 10-12 yr. old blind children participated; an equal number of Ss being from day school programs and residential programs. There were no significant differences between CA, MA, IQ, grade, and yr. in school for the 2 groups. Ss were rated by teachers on a 7-point scale as to mobility in the classroom, in the school, and on the school grounds. Product-moment correlations between these measures and 41 measures of divergent thinking indicated no relationship between the 2 for Ss in residential programs and only a slight relationship, if any, between the 2 for Ss in day programs.

DOC YEAR: 1970 VOL NO: 44 ABSTRACT NO: 16719
Initial notes on content in auditory projective testing.
Breger, Ilana
27 E. 62nd St., New York, N.Y.
Journal of Projective Techniques & Personality Assessment 1970, 34(2), 125-130.

Used a comparative approach to study content in auditory projective testing. Stories told by sighted undergraduates and 16-25 yr. old blind Ss in response to the sounds of a train and water were presented. Qualitative differences in the content of stories were noted. The negative tone of the projective response was discussed in terms of stimulus properties, the nature of the auditory modality, and the particular contributions of the auditory method in personality assessment.

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 11850
Aural study systems for the visually handicapped: Effects of message length.
Brothers, Roy J.
American Printing House for the Blind, Louisville, Ky.
Education of the Visually Handicapped 1971 Oct Vol. 3(3) 65-70

Assigned 6 Braille and 4 large-type reading blind high school students to each of 4 groups. Ss heard a 24-min tape in 1, 2, 3, or 4 sections and were immediately tested after each section for information recall. 74 hr. later, Ss were again tested for recall. Recall was not significantly affected by message length, but immediate recall was significantly more accurate than delayed recall ($p < .01$). Braille readers had significantly ($p < .05$) higher scores than the large-type readers on delayed recall. Limitations of the study are noted.

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 11726
Auditory efficiency among blind and sighted listeners as measured by signal detection precedures.
Robinson, James P.
Vanderbilt U.
Dissertation Abstracts 1969, 29(7-B), 2659.

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 09414
Color discriminability for partially seeing children.
Myers, William A.
U. Texas
Exceptional Children 1971 Nov Vol. 38(3) 223-228

30 8-12 yr. old myopic children without color vision problems (acuity 20/70-20/200 in the best corrected eye) viewed Snellen E's in 5 different colors against differing backgrounds of the same colors. A black on white combination served as a control condition. E measured the distance at which Ss could identify the direction of the E as well as the distance at which Ss reported greatest clarity; the results of both measures were comparable. Low contrast combinations were poorer than the control ($p < .05$). A few combinations (e.g., yellow on blue and black) were nonsignificantly better than the control. The relative ranking of all combinations is reported. The study is significant in that it used controlled colors (Munsell) and statistical techniques. (31 ref.)

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 19136

AN EXPERIMENTAL INVESTIGATION TO DETERMINE WHETHER THE READING OF COLOR BY TRANSFORMING HUES INTO AUDIOFREQUENCIES WILL AFFECT THE ANXIETY LEVEL OF THE VISUALLY HANDICAPPED.

EDWARDS, JOHN L.

ARIZONA STATE U., COLL. OF EDUCATION

AMERICAN FOUNDATION FOR THE BLIND, RESEARCH BULLETIN 1968 , NO. 17, 5-81.

THE CMA SCALE WAS ADMINISTERED TO 2 GROUPS OF VISUALLY HANDICAPPED PUPILS. 1 GROUP WAS TAUGHT TO READ COLOR BY AUDIOFREQUENCIES. COMPARISONS OF ANXIETY SCORES FOR THE 2 GROUPS WERE MADE ON THE BASIS OF PRE- AND POSTTEST PERFORMANCE. (33 REF.)

DOC YEAR: 1970 VOL NO: 44 ABSTRACT NO: 19884

Color vision.

Ripps, H.; Weale, R. A.

New York U., School of Medicine

Annual Review of Psychology 1969, 20, 193-216.

Reviews the recent literature in the field of color vision. It is observed that functional properties of color vision rely on subjective studies; their physical counterparts require contributions from such disciplines as anatomy, biochemistry, and physiology. Literature is cited under the following topics: objective studies, subjective studies, color vision defects, and animal behavior studies. (270 ref.)

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 08712

Psychological testing of blind children.

Goldman, Herbert

American Foundation for the Blind, Research Bulletin 1970, Aug, No. 21, 77-90

Reviews the literature concerned with intelligence testing of blind children, emphasizing the need for predictors of academic achievement. (28 ref.)

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 06995

Visual impairment, partial-sight and the school psychologist.

Margach, Charles; Kern, Kate C.

Pacific U., Low Vision Clinic

Journal of Learning Disabilities 1969, Aug, Vol. 2(8), 407-414

Discusses the utilization of the standard WISC for partially-sighted children. Special techniques in administration and interpretation are presented and evaluated in light of 10 yr. accumulation of records of testing partially-sighted children.

DOC YEAR: 1967 VOL NO: 41 ABSTRACT NO: 15645

A COMPARISON OF THE FACTOR STRUCTURE OF BLIND AND NORMALS ON THE VERBAL WISC.

TILLMAN, MURRAY H.

U. GEORGIA

DISSERTATION ABSTRACTS 1967 , 27(10-B), 3665-3666.

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 13192

The performance of blind and sighted children on the Wechsler Intelligence Scale for Children: Interaction effects.

Tillman, M. H.; Osborne, R. T.

U. Georgia, Human Variation Research Center

Education of the Visually Handicapped 1969, 1(1), 1-4.

Subtest scores on the WISC Verbal scale were analyzed to learn if blind and sighted groups had similar profiles, and if the profiles obtained were consistent for each age level from 7-11 yr. 12 blind and 12 sighted Ss at each of the 5 age levels were equated for age and total verbal IQ. Profiles for the groups were dissimilar but consistent within groups throughout the age levels. Blind Ss scored significantly lower on Similarities and significantly higher on Digit Span than sighted Ss.

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 09745

Multivariate analysis of the WISC scales for blind and sighted children.

Tillman, M. H.; Bashaw, W. L.

U. Georgia

Psychological Reports 1968, 23(2), 523-526.

Examined the WISC verbal IQ in terms of subtest scores for blind and sighted children. It was hypothesized that subtest variability would be sufficiently different to support a significant discriminant function discriminating blind and sighted groups equated on WISC verbal IQ and age. Blind and sighted groups were distinguished by Information, Similarities, and Digit Span. The results indicated that future studies of the predictive validity of the WISC with blind children should use individual subtests as variables rather than the single verbal IQ measure.

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 06814

Tactual Poggendorff illusion in blind and blindfolded subjects.

Pasnak, Robert; Ahr, Paul

Catholic U. of America

Perceptual & Motor Skills 1970, Aug, Vol. 31(1), 151-154

Presented tactual Poggendorff illusions to 11 blind and 19 blindfolded normal 17-21 yr. old Ss according to the method of constant stimuli. The reports of both groups showed small illusions which did not differ significantly in magnitude. Results indicate that sensory experience per se is probably not an important determinant of the illusion's magnitude since the greater experience of the blind Ss should produce a smaller illusion. The equivalence of the illusions obtained for the 2 groups argues against receptor sensitivity as an important factor. Theoretical explanation of illusions should rely on central mechanisms and not the visual system.

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 08550
Force perception by blind and blindfolded subjects.
Nelson, T. M.; Haney, R. R.
U. Alberta, Edmonton, Canada
International Journal for the Education of the Blind 1968, 18(4), 116-119.

3 groups of Ss those blind since birth or very early in life (median age of blindness 2.3 yr.), those blinded later (median age of blindness 21 yr.), and those sighted but blindfolded judged force exerted by a pendulum weight applied to the right palm through 3 tasks: hit, move, and verbal estimate responses. Differences significant beyond the .01 level were found for tasks and for the Group x Task interaction. Perception of the force expressed by blind groups was approximately double the magnitude of that expressed by the blindfolded sighted group. Texture was not a significant variable.

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 10178
The WAIS and HIS tests as predictors of academic achievement in a residential school for the blind.
Streitfeld, Julian W.; Avery, Constance D.
Oak Hill School, Hartford, Conn.
International Journal for the Education of the Blind 1968, 18(3), 73-77.

Attempted to determine whether verbal achievement as measured by the verbal scale of the WAIS or performance IQ as measured by the Haptic Intelligence Scale for the Adult Blind (HIS) is more predictive of academic success for the blind. They were found to be equally good for the totally blind (N = 11 students). For the partially sighted (N = 12 students), the Verbal scale of the WAIS was better. Individual achievement was rated on a scale (1-14) based on grades and teachers' ratings for each school subject.

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 14459
An abbreviation of the Haptic Intelligence Scale for clinical use.
Avery, C. D.; Streitfeld, J. W.
Mt. Vernon School System, N.Y.
Education of the Visually Handicapped 1969, 1(2), 37-40.

After administering the full Haptic Intelligence Scale to 32 legally blind Ss, the test was rescored using only 46% of the items on 5 of the 6 subtests. Distribution of IQs, standard deviations, and ranges for the 2 forms was almost identical with correlation between IQs on the 2 forms being .99. Correlations between 5 shortened subtests and the full-length subtests ranged from .81-.96. 94% of individual scores varied no more than 4 IQ points of the 2 forms. Time saved in administration is the advantage of use of the abbreviated form.

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 10351
Haptic perception of the Mueller-Lyer illusion by the blind.
Patterson, James; Deffenbacher, Kenneth
U. Nebraska, Omaha
Perceptual & Motor Skills 1972 Dec Vol. 35(3) 819-824

Presented haptic versions of the Mueller-Lyer illusion to 4 groups of 10 Ss each: congenital blind, blinded in adulthood, sighted blindfolded, and sighted visual. All groups experienced the illusion to a statistically reliable extent ($p < .005$). The extent of illusion in the sighted blindfolded group was significantly less than that in each of the other 3 groups. None of the other pairs of means were significantly different. Implications for perspective theories of visual illusions and the blind Ss' presumably better utilization of short-term memory for retaining haptic relationships are discussed.

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 04866
MUELLER-LYER ILLUSION BY THE BLIND.
TSAI, LOH S.
CALIFORNIA STATE COLL., FULLERTON
PERCEPTUAL + MOTOR SKILLS 1967 , 25(2), 641-644.

WITH A SPECIALLY DESIGNED APPARATUS OF CARDBOARD, EMBOSSED WITH BRAILLE LINES, 9 BLIND SS (3 BORN BLIND, 3 BLINDED IN CHILDHOOD, AND 3 BLINDED AS ADULTS) ALL EXHIBITED THE HAPTIC ILLUSION TO AN EXTENT COMPARABLE TO THE OPTICAL ILLUSION OF 4 NORMAL CONTROLS, WHOSE HAPTIC ILLUSION, WHILE BLINDFOLDED, WAS MUCH LESS PRONOUNCED AND MORE VARIABLE. THOSE BLINDED AT BIRTH OR IN CHILDHOOD SHOWED A GREATER ILLUSION WITH THE PREFERRED HAND. THE AUTHOR'S THEORY EMPHASIZES THE TOTAL IMPRESSION IN EXPLAINING OPTICAL AND HAPTIC MUELLER-LYER ILLUSIONS.

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 19134
AN INVESTIGATION OF AFFECTIVE PULL OF THE STIMULUS IN AUDITORY PROJECTIVE TESTING WITH A SELECTED POPULATION OF BLIND AND SIGHTED PERSONS.
BREGER, ILANA
NEW YORK U.
DISSERTATION ABSTRACTS 1968 , 28(11-A), 4474.

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 06179
Egocentric visual localization in normals and partially blind during exposure to centripetal force.
Clark, Brant; Graybiel, Ashton
San Jose State Coll.
American Journal of Psychology 1968, 81(3), 314-318.

Compared the interactions of visual and nonvisual information during the perception of the visual horizontal in 12 normal and 7 partially blind Os during exposure to centripetal force. Both the normal and the partially blind Os had normal vestibular functions. The Os set a collimated, luminous line to the horizon in darkness while they sat in a cockpit 20 ft. from the center of rotation. Settings were made with the device stationary and during rotation at 3 velocities. The results showed negligible differences between the normals and the partially blind for all conditions. Both groups showed minimal errors during the static series both before and after rotation. During rotation their settings were very close to the resultant horizontal. It was concluded that interaction between visual and nonvisual information is possible with extremely limited central vision.

DOC YEAR: 1971 VOL NO: 46 ABSTRACT NO: 01795
The adaptation of a non-verbal abstract reasoning test for use with the blind.
Morse, John L.
Perkins School for the Blind, Watertown, Mass.
Education of the Visually Handicapped 1970, Oct, Vol. 11(3), 79-80

Blind 9th grade Ss were given adapted test items from the Abstract Reasoning subtest of the Academic Promise Tests to determine the feasibility of adapting this nonverbal abstract reasoning test for use with visually handicapped individuals. It is concluded that the "adapted test was reliable and possessed predictive validity. . . .and. performance on the adapted test was a function of the amount of vision and track placement of the Ss."

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 10705

The adaptation of a non-verbal abstract reasoning test for use with the blind.

Morse, John L.

Boston, U., School of Education

Dissertation Abstracts International 1970, Nov, Vol. 31(5-A), 2113.

DOC YEAR: 1971 VOL NO: 46 ABSTRACT NO: 01629

The EEG and visual deprivation.

Harrison, A.; Lairy, G. C.; Leger, E. M.

Inst. National de la Sante de la Recherche Medicale, Paris, France

Electroencephalography & Clinical Neurophysiology 1970, Jul, Vol. 29(1), 20-37

Studied the EEGs of children with complete blindness or severe visual defects. Findings in 17 Ss who were blind or had only perception of light confirmed the classical findings: (a) marked changes in background rhythm, often with a rolandic or parietal distribution of an activity of alpha frequency; and (b) occipital foci of spikes, which occurred mainly in Ss over 5 yr. of age. In 100 5-18 yr. old Ss with significant visual defects but a useful residual acuity of 2/100-3/10, the EEG variables were studied in relation to age, residual acuity, and IQ; the etiology of the ocular condition was considered as well as the possibility of organic cerebral disease, independent or not of ocular lesion. Statistical investigation of Ss and the longitudinal study of some cases, support the conclusion that the interpretation of the EEG in blind or partially sighted children cannot be made in relation only to the quantitative loss of vision, but must also take account of the existing adaptation to the visual defect. (19 ref.)

LANGUAGE- Fren

DOC YEAR: 1967 VOL NO: 41 ABSTRACT NO: 12430

LONGITUDINAL APPRAISAL OF SCHOOL-AGE CHILDREN WITH RETROLENTAL FIBROPLASIA.

BOSHES, LOUIS D.; COHEN, JEROME; ALFANO, JOSEPH E.

U. ILLINOIS COLL. OF MEDICINE

DISEASES OF THE NERVOUS SYSTEM 1967 , 28(4), 221-230.

NEUROPSYCHIATRIC AND PSYCHOLOGICAL STUDIES WERE MADE ON 43 CHILDREN, AGES 7-16 YR., WITH RETROLENTAL FIBROPLASIA (RFL). CASE HISTORIES FOR EACH S ARE COMPILED AND RELATED TO THE POSSIBLE ETIOLOGY. IT IS NOTED THAT EEG RECORDS WERE GENERALLY ABNORMAL IN SS WITH SEVERELY IMPAIRED VISION. SS HAD A LOWER AVERAGE PERFORMANCE ON TESTS OF INTELLECTUAL ABILITY THAN EXPECTED IN A NORMAL POPULATION. WHILE RLF AND SEVERE PREMATURITY TEND TO HANDICAP MENTAL DEVELOPMENT WITH NOTICEABLE FREQUENCY, IT IS NOT NECESSARILY THE CASE IF OTHER FACTORS IN THE FAMILY AND ENVIRONMENT ARE FAVORABLE. ALTHOUGH SEVERE ADJUSTMENT PROBLEMS ARE NOTED, THE PROGNOSIS FOR A CHILD WITH NORMAL INTELLIGENCE AND NO OTHER EVIDENCE OF NEUROLOGICAL IMPAIRMENT, EXCEPT IN THE VISUAL SYSTEM, IS QUITE FAVORABLE. (17 REF.)

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 06547

A verbal adaptation of the draw-a-person techniques for use with blind subjects: A preliminary report.

Chase, Joan F.; Rapaport, Irene N.
Hunter Coll., City U. New York
International Journal for the Education of the Blind 1968, 18(4), 113-115.

75 sighted children were matched with 75 totally blind (congenitally) for sex, age, and IQ. Sighted Ss were given the Draw-a-Person Test (DAT) and the verbal Draw-a-Person Test (VDAP), an adaptation where testees tell what they would put in a picture. Blind Ss were given the VDAP. Although not subjected to statistical analysis, protocols of the blind Ss reflected personality data in keeping with previous psychological evaluation. A random sample of drawings and their verbal counterparts from sighted Ss were matched by 3 judges with correct matchings being significant beyond the .001 level. (18 ref.)

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 04879

ANISOMETROPIA AND THE ROD-AND-FRAME TASK.

CULVER, CHARLES M.
SCHOOL OF NURSING, DUKE U.
PERCEPTUAL + MOTOR SKILLS 1967, 25(2), 377-384.

SS WERE 77 FEMALE COLLEGE FRESHMEN. ANISOMETROPIC SS (DEFINED AS HAVING MORE THAN 1' OF VISUAL ANGLE OF DIFFERENCE IN RESOLVING POWER BETWEEN THE 2 EYES AS MEASURED WHILE VIEWING ORTHORATER STIMULI BINOCULARLY) WERE SIGNIFICANTLY POORER IN ROD AND FRAME PERFORMANCE THAN WERE ISOMETROPIC SS. SIMILARLY, SS WITH POOR ROD AND FRAME PERFORMANCE WERE FOUND TO BE ANISOMETROPIC SIGNIFICANTLY MORE OFTEN THAN SS WITH GOOD ROD AND FRAME PERFORMANCE. THERE WAS NO DIFFERENCE IN ROD AND FRAME PERFORMANCE BETWEEN ANISOMETROPIC SS WHO DID OR DID NOT BECOME ISOMETROPIC WHEN TESTED MONOCULARLY ON THE ORTHORATER. RESULTS ARE TENTATIVELY INTERPRETED AS DUE TO CYCLOPHORIA LEADING TO VISUAL SUPPRESSION.

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 12286

The development of scientific thinking in blind children and adolescents: Results of empirical research regarding the teaching of science in schools for the blind.

Boldt, W.
U. of Education, Dortmund, W. Germany
Education of the Visually Handicapped 1969, 1(1), 5-8.

Investigated concept formation of blind and nearly blind persons using 1442 protocols evoked in response to 7 scientific and 7 technical problems by 103 7-17 yr. old Ss. 10 modi of concept formation were identified: sensory-associative, magical, anthropomorphic, proposive, substantive, dynamic, uncritical functional, analogical, critical functional, and causal. Quantitative analysis of the distribution showed significant convergence between Modi 1-4, Modi 5-7, and Modi 9-10. This was attributed to modi within these groups representing similar theoretical levels. Group tendencies are summarized.

EJ052314 RE503719
NAMING OF MEANINGFUL NONVERBAL SOUNDS BY BLIND CHILDREN
Bartholomeus, Bonnie Perceptual and Motor Skills; 33; 2 pt2; 1289-90 Dec 71

DOC YEAR: 1967 VOL NO: 41 ABSTRACT NO: 16638
A STUDY OF REFERENCE GROUP AND SOCIAL COMPARISON PROCESSES AMONG THE BLIND.
STRAUSS, HELEN M.
COLUMBIA U.
DISSERTATION ABSTRACTS 1967 , 27(11-A), 3939.

DOC YEAR: 1967 VOL NO: 41 ABSTRACT NO: 01060
A COMPARISON OF THE LISTENING ABILITY OF BLIND STUDENTS AND THE LISTENING ABILITY OF SIGHTED STUDENTS IN THE INTERMEDIATE GRADES.
RATHGABER, JEAN M.
FORDHAM U.
DISSERTATION ABSTRACTS 1966 , 27(2-A), 420.

DOC YEAR: 1970 VOL NO: 44 ABSTRACT NO: 17226
The conditioning of a discriminative stimulus measured as an orienting reaction in profoundly retarded blind children.
Porter, William H.
U. Southern California
Dissertation Abstracts International 1969, 30(5-A), 1876-1877.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 01398
Distance vision and perceptual training: A concept for use in the mobility training of low vision clients.
Apple, Loyal E.; May, Marianne
Veterans Administration Hosp., Western Blind Rehabilitation Center, Palo Alto, Calif.
New York, N.Y.: American Foundation for the Blind, 1971. 23 p. 2.25

DOC YEAR: 1972 VOL NO: 47 ABSTRACT NO: 05409
EMOTIONAL RESPONSE AND MANAGEMENT OF VISUALLY HANDICAPPED PATIENTS.
ADAMS, GEORGE L.; PEARLMAN, JEROME T.
U. CALIFORNIA, CENTER FOR THE HEALTH SCIENCES, LOS ANGELES
PSYCHIATRY IN MEDICINE 1970, JUL, VOL. 1(3), 233-240
MOST PATIENTS WILL REACT TO PARTIAL VISUAL LOSS IN MUCH THE SAME WAY AS THEY HAVE TO OTHER CRISES IN THEIR LIFE. 3 CASES ARE PRESENTED TO ILLUSTRATE THE REACTIONS OF ACCEPTANCE, DENIAL, AND DEPRESSION. SUGGESTIONS ARE OFFERED FOR THE MANAGEMENT OF THESE REACTIONS.

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 11675
ORDER OF RETRIEVAL OF INFORMATION SIMULTANEOUSLY PRESENTED TO EAR AND FINGER.
MADSEN, WILLARD C.; SIMS, LANNY
U. CALIFORNIA, LOS ANGELES
BRITISH JOURNAL OF PSYCHOLOGY 1968 , 58(3-4), 243-245.

PAIRS OF LETTERS OF THE ALPHABET WERE SIMULTANEOUSLY PRESENTED TO THE EARS AND FINGERS OF 8 BLIND BRAILLE READERS. ORDER OF RETRIEVAL FOLLOWING .5-, 1-, AND 2-SEC INTERPAIR INTERVALS PROCEEDED BY MODALITY OF INPUT. THERE WAS A GREATER BUT NOT SIGNIFICANT TENDENCY FOR SS TO RETRIEVE BY ORDER OF INPUT AFTER A 4-SEC INTERPAIR INTERVAL. RESULTS INDICATE A GREATER TENDENCY TO RETRIEVE BY MODALITY AFTER LONGER INTERPAIR INTERVALS THAN HAS PREVIOUSLY BEEN INDICATED FOR OTHER SENSORY COMBINATIONS.

DOC YEAR: 1967 VOL NO: 41 ABSTRACT NO: 12317
VEERING TENDENCY AS A FUNCTION OF ANXIETY IN THE BLIND.
HARRIS, JANET C.
U. CALIFORNIA, LOS ANGELES
AMERICAN FOUNDATION FOR THE BLIND, RESEARCH BULLETIN 1967 , NO. 14, 53-63.

THE MA SCALE WAS GIVEN TO 44 BLIND SS AND VEERING TENDENCY WAS MEASURED ON A 90 * 120 YD. GRIDDED GRASS FIELD. BLINDFOLDS AND EAR PLUGS WERE USED. MA SCORES RANGED FROM 0-18; SS IN UPPER AND LOWER QUARTILES WERE COMPARED. HIGH ANXIETY SS VEERED SIGNIFICANTLY MORE AT 100 FT., HAD LESS VARIABLE SCORES AT 200 FT., AND WALKED SLOWER THAN DID LOW ANXIETY SS. THERE WAS NO DIFFERENCE IN SCORE VARIABILITY BETWEEN THE GROUPS AT 100 FT., AND NO DIFFERENCE IN VEERING BETWEEN THE GROUPS AT 200 FT. A MULTIPLE R OF +.51 FOR MAGNITUDE OF VEER AND THE COMBINATION OF ANXIETY AND WALKING SPEED WAS OBTAINED.

DOC YEAR: 1967 VOL NO: 41 ABSTRACT NO: 12316
THE PERCEPTION OF GRADIENT AND THE VEERING TENDENCY WHILE WALKING WITHOUT VISION.
CRATTY, BRYANT J.
U. CALIFORNIA, LOS ANGELES
AMERICAN FOUNDATION FOR THE BLIND, RESEARCH BULLETIN 1967 , NO. 14, 31-51.

164 BLIND SS AND 30 SIGHTED SS WERE TESTED WITH BLINDFOLDS AND EAR PLUGS ON A 110 * 140 YD. GRIDDED FIELD (VEERING TENDENCY) AND ON PATHWAYS COMPOSED OF 17 4 * 8 FT. RISERS (GRADIENT PERCEPTION). STATISTICALLY SIGNIFICANT RESULTS SHOWED THAT SS WERE MORE ACCURATE IN PERCEIVING INCLINE THAN DECLINE, AND THE ADVENTITIOUSLY BLIND VEERED MORE AND WERE LESS SENSITIVE TO GRADIENTS OF DECLINE THAN THOSE BLIND FROM BIRTH. THOSE BLIND LESS THAN 10 YR. VEERED MORE THAN SS BLIND OVER 20 YR.; SIGHTED SS WERE LESS SENSITIVE TO GRADIENTS OF DECLINE AND VEERED MORE THAN A MATCHED GROUP OF BLIND SS.

DOC YEAR: 1967 VOL NO: 41 ABSTRACT NO: 00580
SOME RELATIONS BETWEEN DOGMATISM, DENIAL AND DEPRESSION.
HALLENBECK, PHYLLIS N.; LUNDSTEDT, SVEN
WESTERN RESERVE U.
JOURNAL OF SOCIAL PSYCHOLOGY 1966 , 70 (1), 53-58.

THE EFFECT OF DOGMATISM ON THE ADJUSTMENT TO DISABILITY OF 32 BLIND MEN WAS STUDIED, DENIAL TAKEN AS A SIGN OF NONACCEPTANCE AND DEPRESSION AS SYMPTOMATIC OF ACCEPTANCE. ANXIETY WAS HYPOTHESIZED AS THE BASIC FACTOR LINKING DENIAL AND DOGMATISM. TYPE OF ONSET, EITHER GRADUAL OR SUDDEN, WAS ALSO CORRELATED WITH DEGREES OF DENIAL AND DEPRESSION. RATING SCALES DESCRIBING DENYING AND DEPRESSED BEHAVIOR, AND JUDGMENT OF TAPE-RECORDED INTERVIEWS MEASURED THE DEPENDENT VARIABLES. FINDINGS WERE: (1) THERE WAS AN INVERSE RELATIONSHIP BETWEEN DEPRESSION AND DOGMATISM, (2) THERE WAS A POSITIVE RELATIONSHIP BETWEEN DENIAL AND DOGMATISM, AND (3) THE SUDDEN ONSET CONDITION CANCELED OUT THE DOGMATISM-DENIAL RELATIONSHIP (I.E., ONLY IN GRADUAL ONSET WAS THERE A POSITIVE CORRELATION OF DOGMATISM AND DENIAL TENDENCY).

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 08716
Feasibility of electrocortical visual prosthesis.
Vaughan, Herbert G.; Schimmel, Herbert
Albert Einstein Coll. of Medicine, Yeshiva U.
American Foundation for the Blind, Research Bulletin 1970, Aug, No. 21, 1-47

Outlines the basis for the possibility of building a high-density prototype visual prosthesis of 4,000-10,000 points within 3 yr. System considerations and a system design are presented. (23 ref.)

ED003264 24
THE COMPREHENSION OF RAPID SPEECH BY THE BLIND, PART II.
FOULKE, EMERSON
Louisville Univ., Ky.
Report No.-CRP-1370
Pub Date 64 Note-39P.
EDRS PRICE MF-$0.65 HC-$3.29

PROBLEMS INVOLVED IN THE COMPREHENSION OF COMPRESSED SPEECH WERE DEFINED. RECORDED AURAL SPEECH WAS PRESENTED AT VARIOUS RATES BY MODIFICATION OF TAPE RECORDING AND PLAYBACK EQUIPMENT. FOUR TRAINING METHODS WERE EVALUATED USING SEVENTH-, EIGHTH-, AND NINTH-GRADE BLIND STUDENTS AS SUBJECTS. SIGNIFICANT DIFFERENCES IN TRAINING METHODS WERE NOT DEMONSTRATED. ALTERNATE METHODS OF PRODUCING RAPID SPEECH WERE ALSO EVALUATED. THE "SAMPLING METHOD" WAS COMPARED WITH THE "SPEED CHANGING METHOD" AND SIGNIFICANT DIFFERENCES WERE NOT FOUND. THE AUTHORS CONCLUDED THAT SUBJECTS MUST HAVE GREATER EXPERIENCE AND MOTIVATION BEFORE EITHER TRAINING METHODS OR METHODS OF RAPID SPEECH PRODUCTION CAN BE EVALUATED. (JK)

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 01709
Storytelling and the blind child.
Brown, Jean D.
Carnegie Library of Pittsburgh, Pa.
New Outlook for the Blind 1972 Dec Vol. 66(10) 356-360

Obtained 72 questionnaire responses of 160 mailed to librarians, teachers, and specialists. Results unequivocally indicate that storytelling is an effective tool when properly utilized for aiding children's mental development. It is noted that storytellers must realize the importance of their voices and differences in reactions of blind children as against sighted ones. It is suggested that storytellers (a) know their audience beforehand in regard to average ages and attention span of the group, and home and school interests; (b) develop themes; (c) select suitable books; (d) read material several times aloud and commit to memory; (e) make use of inflectionary and modulatory voice tones; and (f) encourage audience participation. A list of 37 stories enjoyed by blind children is included.

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 06802
The blind retardate: Three program suggestions.
Cleland, Charles C.; Swartz, Jon D.
U. Texas
Training School Bulletin 1970, Nov, Vol. 67(3), 172-177

Presents 3 specific suggestions to improve their enjoyment and enhance learning primarily for the educable, blind retardate: (a) an adaptation of the game Hide-and-Seek; (b) a musical approach to social orientation which correlates popular music from certain time periods with certain age groups (e.g., Glenn Miller type music with 40-55 yr. olds); and (c) using dream content as a resource for the idiosyncratic wants and needs of this group.

DOC YEAR: 1970 VOL NO: 44 ABSTRACT NO: 21354
An interrelated approach to teaching visually handicapped children and mobility education.
Goodman, William
Florida State U.
Exceptional Children 1970, 36(6), 445-449.

Discusses the training of a new kind of professional person who would have competency in the dual role of teaching and mobility instruction in the area of the visually handicapped. The professional preparation and responsibilities of the teacher and the mobility instructor are examined to point out overlapping areas that already exist. Consideration is given to the advantages of this approach, as well as to criticism and unresolved questions.

DOC YEAR: 1970 VOL NO: 44 ABSTRACT NO: 15393
Using an individual characteristic (blindness) as a basis for teacher decision-making and curriculum planning.
Cross, Kenneth A.
State U. New York, Buffalo
Dissertation Abstracts International 1969, 30(5-A), 1909.

Brain Damage

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 07608
READING PROCESS ERRORS AND ORGANIC BRAIN DAMAGE IN DISLEXIA.
GERDINE, MARJORIE W.
BOSTON U. GRADUATE SCHOOL
DISSERTATION ABSTRACTS 1967 , 28(5-B), 2135-2136.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 05160
Age differences in auditory reaction time of ""brain-damaged"" and normal children under regular and irregular preparatory interval conditions.
Rourke, B. P.; Czudner, G.
U. Windsor, Ontario, Canada
Journal of Experimental Child Psychology 1972 Dec Vol. 14(3) 372-378

Divided matched groups of 24 brain-damaged and 24 normal children into older (10-13yr.) and younger (7-9 yr.) subgroups and compared them on an auditory reaction-time (RT) procedure. Results show that (a) performances of the young normal, old normal, and old brain-damaged groups were superior to those of the young brain-damaged group; and (b) there was no significant difference between the performance of the old normal and the old brain-damaged groups. Results are highly similar to those obtained in previous visual RT studies. Data support the contention that with advancing years brain-damaged children of the type used in the present study may adapt to and/or recover from the deficit(s) involved in the inability to develop and maintain a state of readiness to respond.

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 19161
THE ASSOCIATIVE-LEARNING AND MEMORY-SPAN ABILITIES OF BRAIN-INJURED YOUNGSTERS.
BLUMBERG, HARRIS M.
VANGUARD SCHOOL, HAVERFORD, PA.
ACADEMIC THERAPY QUARTERLY 1968 , 3(4), 261-274.

NON-BRAIN-INJURED ASSOCIATIVE-LEARNING-PROBLEM SS OF AT LEAST NORMAL INTELLECTUAL POTENTIAL, FUNCTIONED COLLECTIVELY AS A GROUP IN THE AREA OF ASSOCIATIVE LEARNING WHEN THEY WERE SELECTED FROM A LARGER GROUP OF READING PROBLEMS, SCREENING OUT NEUROLOGICAL DIFFICULTIES. IT WAS ALSO DETERMINED THAT BRAIN-INJURED YOUNGSTERS HAD SIGNIFICANT DIFFICULTY ON TASKS OF ASSOCIATIVE LEARNING. THIS IS AN AREA WHICH HAS NOT BEEN CONSIDERED EDUCATIONALLY OR CLINICALLY AND SHOULD BE INCLUDED IN ANY PROGRAMING FOR THE BRAIN-INJURED OR MINIMAL BRAIN-DYSFUNCTIONED. THE SIMILARITY BETWEEN THE FUNCTIONING OF THE NON-BRAIN-INJURED GROUP WITH ASSOCIATIVE-LEARNING PROBLEMS AND THE BRAIN-INJURED GROUP, BOTH OF WHICH DEMONSTRATED NORMAL INTELLECTUAL POTENTIAL ON MEASURES OF MEMORY-SPAN AND ASSOCIATIVE-LEARNING ABILITY INDICATED THE NEED FOR A HIGH DEGREE OF CLINICAL SENSITIVITY TO BE UTILIZED IN DEVELOPING PEDAGOGICAL TECHNIQUES. (19 REF.)

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 15898
VISUAL PERCEPTION: AN OVERVIEW.
BREGER, DONNA
LONG BEACH MEMORIAL HOSP., CALIF.
AMERICAN JOURNAL OF OCCUPATIONAL THERAPY 1968 , 22(2), 82-85.

PROVIDES A BRIEF GENERAL SURVEY OF VISUAL PERCEPTION AND THE EFFECTS OF DYSFUNCTION IN THE BRAIN-DAMAGED CHILD.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 05206
Prism adaptation and brain damage.
Welch, Robert B.; Goldstein, Gerald
U. Kansas
Neuropsychologia 1972 Dec Vol. 10(4) 387-394

Compared groups of 18 brain-damaged (BD), psychiatric (P), and normal (N) Ss each on adaptability to prism-displaced vision. Although no difference was found on compensatory pre-post shifts of felt limb position (''proprioceptive shift''), the BD group manifested significantly less shift in target-pointing accuracy (''negative aftereffect'') than either of the other 2 groups. This result suggests that brain-damaged Ss are, in general, unable to acquire the ''cognitive'' component of adaptation which results from consistently accurate target-pointing performance during the prism-exposure period. Frontal and nonfrontal BD Ss adapted equally on proprioceptive shift, while the nonfrontals evidenced significantly less negative aftereffect. It is suggested that this result and the fact that frontals adapted equally (on all measures) with the N group had implications for H. Teuber's (see PA, Vol. 35:5742) ''corollary discharge'' hypothesis. (French & German summaries) (16 ref.)

DOC YEAR: 1967 VOL NO: 41 ABSTRACT NO: 14105
COMPLEX PHI THRESHOLDS OF BRAIN-DAMAGED CHILDREN.
BALL, T. S.; WILSONCROFT, W. E.
PACIFIC STATE HOSP., POMONA, CALIF.
PERCEPTUAL + MOTOR SKILLS 1967 , 24(3, PT. 1), 879-883.

12 CEREBRAL PALSIED CHILDREN WITH PERCEPTUAL-MOTOR DEFICITS AND 12 NORMAL ADULTS WERE SHOWN A COMPLEX DISPLAY IN WHICH 1 LIGHT ALTERNATED WITH 4 OTHER LIGHTS TO INDUCE APPARENT MOTION. BOTH GROUPS REPORTED A NOVEL TYPE OF MOTION WHEN THE 4 LIGHTS WERE ARRANGED IN THE FORM OF A DIAMOND; PHI THRESHOLDS DIFFERED SIGNIFICANTLY FROM THOSE FOR AN ARRAY IN WHICH THE 4 LIGHTS SUGGESTED NO PARTICULAR FORM. THE CHILDREN HAD LOWER OVERALL THRESHOLDS THAN THE ADULTS, BUT THERE WAS NO SIGNIFICANT GROUPS * FIGURES INTERACTION. THE RESULTS ARE INTERPRETED AS EVIDENCE AGAINST THE NOTION OF GENERALIZED PERCEPTUAL DEFICIT IN BRAIN-DAMAGED CHILDREN.

EJ045972 RE503219
TRAIL MAKING TEST RESULTS FOR NORMAL AND BRAIN-DAMAGED CHILDREN
Reitan, Ralph M. Perceptual and Motor Skills; 33; 2; 575-81 Oct 71

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 09293

Visual acuity and contrast sensitivity in patients with cerebral lesions.

Bodis-Wollner, Ivan
Mt. Sinai School of Medicine, City U. New York
Science 1972 Nov Vol. 178 (4062) 769-771

Measured spatial contrast sensitivity as a function of spatial frequency in 16 patients with cerebral lesions. In most of these Ss visual acuity, as measured by the Snellen chart, was 20 over 30 or better, yet marked departures from normal contrast sensitivity were found. The greatest loss in contrast sensitivity occurred at high frequencies, but in 1 S the loss was greatest in the midfrequency range. This finding lends support to the channel hypothesis of spatial contrast discrimination.

DOC YEAR: 1967 VOL NO: 41 ABSTRACT NO: 14085

EFFECT OF IRRELEVANT PERIPHERAL VISUAL STIMULI ON DISCRIMINATION LEARNING IN MINIMALLY BRAIN-DAMAGED CHILDREN.

BROWNING, ROBERT M.
CHILDREN'S TREATMENT CENTER, MADISON, WIS.
JOURNAL OF CONSULTING PSYCHOLOGY 1967 , 31(4), 371-376.

THE HYPOTHESIS THAT MINIMALLY BRAIN-DAMAGED CHILDREN ARE MORE DISTRACTIBLE THAN NON-BRAIN-DAMAGED CHILDREN WAS TESTED IN A SERIES OF 3 EXPERIMENTS. EXP. I DEMONSTRATED THAT THE DISTRACTING CONDITION OF PERIPHERAL VISUAL STIMULI INTERFERED WITH DISCRIMINATION LEARNING IN NON-BRAIN-DAMAGED SS. IN EXP. II THE DISTRACTING CONDITION AGAIN INTERFERED WITH LEARNING IN NON-BRAIN-DAMAGED SS, BUT FAILED TO HAVE THIS EFFECT WITH BRAIN-DAMAGED SS. WHEN DIFFERENCES IN IQ WERE CONTROLLED STATISTICALLY, THE PERFORMANCE DIFFERENCES BETWEEN BRAIN-DAMAGED AND NON-BRAIN-DAMAGED GROUPS WERE NO LONGER SIGNIFICANT. THE DISTRACTING CONDITION DID NOT INTERFERE WITH LEARNING IN A GROUP OF OLDER BRAIN-INJURED SS USED IN EXP. III. RESULTS FAILED TO SUPPORT THE HYPOTHESIS THAT A TASK-IRRELEVANT DISTRACTING CONDITION OF PERIPHERAL VISUAL STIMULI WOULD AFFECT THE PERFORMANCE OF BRAIN-INJURED SS MORE THAN THAT OF NON-BRAIN-INJURED SS. (22 REF.)

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 01034

CONTROVERSY OVER ''PATTERNING'' AS A TREATMENT FOR BRAIN DAMAGE IN CHILDREN.

FREEMAN, ROGER D.
2600 N. LAWRENCE ST., PHILADELPHIA, PA.
JAMA 1967 , 202(5) 385-388.

PATTERNING AS A TREATMENT METHOD FOR BRAIN DAMAGE HAS RECEIVED MUCH PUBLICITY AND HAS BEEN INTRODUCED IN PARTS OF THE UNITED STATES AND SEVERAL FOREIGN COUNTRIES. CONTROVERSY CONTINUES AS TO THE VALIDITY OF RESULTS, THE REASONS FOR RESISTANCE TO ACCEPTANCE OF CLAIMS, AND EFFECTS OF OTHER ACTIVITIES OF THE INSTITUTES FOR THE ACHIEVEMENT OF HUMAN POTENTIAL, SUCH AS ADVOCACY OF EARLY TEACHING OF READING. THE VALIDITY OF OBJECTIONS AND RESULTS CANNOT BE ESTABLISHED AT PRESENT. IT IS CONCLUDED, HOWEVER, THAT A MAJOR SOURCE OF NEGATIVE PROFESSIONAL FEELING HAS BEEN THE PUBLICITY GIVEN TO CLAIMED RESULTS WHICH HAVE NOT BEEN DOCUMENTED OR SUPPORTED SCIENTIFICALLY. (31 REF.)

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 02947

A study of ''minimal cerebral dysfunction.''

Paine, Richmond S.; Werry, John S.; Quay, Herbert C.
Children's Hosp., Washington, D.C.
Developmental Medicine & Child Neurology 1968, 10(4), 505-520.

62 boys and 21 girls, with a mean age of 8.4 yr., and a mean IQ of 96 (none below 80), were considered for a factor-analytic study of minimal cerebral dysfunction. Criteria for this diagnosis were: (1) abnormal neurological signs beyond mere clumsiness, (2) abnormal EEG, or (3) psychological test patterns of an organic type plus excessive clumsiness or abnormal EEG. ''Data collected included full medical history with neurological examination, EEG study, psychological tests and behavior ratings.'' Despite some intraclass correlations, there was a lack of interclass correlation. Thus, the diagnosis does not refer to a homogeneous diagnostic entity or a cohesive syndrome. It is suggested ''that the pattern of abnormalities observed in individual children reflects a complex matrix of underlying dimensions, some innate, some traumatic and some psychosocial.'' (French & Spanish summaries (22 ref.)

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 17525

DISTURBANCES IN THE PERCEPTION OF AUDITORY SEQUENCE IN CHILDREN WITH MINIMAL CEREBRAL DYSFUNCTION.

ATEN, JAMES; DAVIS, JAMES
SAN JOSE STATE COLL.
JOURNAL OF SPEECH + HEARING RESEARCH 1968 , 11(2), 236-245.

3 NONVERBAL AND 7 VERBAL RECORDED TESTS WERE ADMINISTERED TO 21 CHILDREN WITH MINIMAL CEREBRAL DYSFUNCTION AND LEARNING DIFFICULTIES, AND TO A COMPARISON GROUP OF NORMAL CHILDREN. NEUROLOGICALLY IMPAIRED SS WERE SIGNIFICANTLY DEFICIENT IN PERFORMANCE ON ALL 3 NONVERBAL TESTS AND ON BACKWARD-DIGIT SPAN, SERIAL NOUN SPAN, MULTISYLLABIC WORD REPETITION, SCRAMBLED SENTENCE ARRANGEMENT, AND ORAL SEQUENTIAL ACCURACY. PERSEVERATIVE BEHAVIOR AND BIZARRE RESPONSES WERE DISPLAYED BY THE EXPERIMENTAL GROUP AS PERFORMANCE DEMANDS INCREASED. TEMPORAL ORDERING DIFFICULTIES AND REDUCED ATTENTION ARE SEEN TO CONTRIBUTE TO PSYCHOLINGUISTIC PROBLEMS IN LANGUAGE LEARNING. (19 REF.)

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 00770

The European Educateur Program for disturbed children.

Linton, Thomas E.
U. Wisconsin, Milwaukee
American Journal of Orthopsychiatry 1969, Jan, Vol. 39(1), 125-133

Innovative institutional programs for disturbed children have been extensively developed in France, Holland, England, and Denmark. These programs represent a basically different approach than is found in the United States. A key aspect of this work has been the development of a new professional role (educateur) and theoretical model for institutional work with maladjusted children. The educateur's role ''is that of a highly trained child care worker who utilizes craft, vocational, and recreational activities to gain a close personal relationship with a group of from 10-12 handicapped children.''

ED002981 24

TEACHING METHODOLOGY FOR BRAIN-INJURED AND HYPERACTIVE CHILDREN, A DEMONSTRATION-PILOT STUDY.

CRUICKSHANK, WILLIAM M. : AND OTHERS
Syracuse Univ., N.Y.
Report No.-CRP-090
Contract-OEC-SAE-6415
Pub Date 59

AN INVESTIGATION WAS MADE OF THE EFFECTIVENESS AND VALUE OF A CONTROLLED CLASSROOM ENVIRONMENT, ESPECIALLY PREPARED MATERIALS, AND HIGHLY STRUCTURED TEACHING METHODS UPON LEARNING PROBLEMS AND SCHOOL ADJUSTMENT OF MENTALLY RETARDED, EMOTIONALLY DISTURBED CHILDREN, WITH OR WITHOUT CLINICALLY DIAGNOSED BRAIN INJURY. CHILDREN WHOSE EMOTIONAL DIFFICULTIES ARE CHARACTERIZED BY MENTAL RETARDATION AND HYPERACTIVE AGGRESSIVE BEHAVIOR AND CHILDREN WITH MENTAL RETARDATION AND KNOWN OR SUSPECTED BRAIN INJURY BETWEEN THE AGES OF 7 AND 11 YEARS WERE STUDIED. A THOROUGH CASE STUDY OF EACH CHILD WAS MADE. A CONTROL GROUP OF ENDOGENOUS CHILDREN AND HYPERACTIVE CHILDREN WITHOUT NEUROLOGICAL INDICATIONS OF BRAIN INJURY, TAUGHT BY CONVENTIONAL METHODS, WAS USED. THE TWO EXPERIMENTAL GROUPS WERE IN AN EDUCATIONAL SITUATION DESIGNED IN GENERAL ALONG THE LINES DESCRIBED BY STRAUSS AND LETHTINEN. EXPERIMENTAL GROUP ONE INCLUDED CHILDREN WITH CONCLUSIVE EVIDENCE OF BRAIN INJURY AND MENTAL RETARDATION AND CHILDREN WITH MENTAL RETARDATION AND HYPERACTIVE AGGRESSIVE BEHAVIOR WITHOUT EVIDENCE OF BRAIN DAMAGE. GROUP TWO INCLUDED CHILDREN WHOSE CASE HISTORIES AND BEHAVIOR ARE TYPICAL OF THE BRAIN INJURED, BUT WITHOUT NEUROLOGICAL INDICATIONS OF BRAIN INJURY, AND CHILDREN WITH MENTAL RETARDATION AND HYPERACTIVE AGGRESSIVE BEHAVIOR WITHOUT NEUROLOGICAL INDICATIONS OF BRAIN DAMAGE. ACHIEVEMENT IN LEARNING WAS DEMONSTRATED IN BOTH GROUPS. THE STUDY SHOWED, HOWEVER, STATISTICALLY SIGNIFICANT DIFFERENCES IN GAIN FOR THE EXPERIMENTAL GROUP. (GC)

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 05823

Teacher style and pupil behavior in special classes of disturbed children.

Piaget, Alfred W.
Yeshiva U.
Dissertation Abstracts International 1973 Apr Vol. 33(10-A) 5607

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 04385

ACADEMIC ACHIEVEMENT OF BRAIN INJURED AND HYPERACTIVE CHILDREN IN ISOLATION.

ROST, KIM J.; CHARLES, DON C.
BOONE COUNTY PUBLIC SCHOOLS, IA.
EXCEPTIONAL CHILDREN 1967 , 34(2), 125-126.

EVALUATED THE CUBICLE METHOD OF REDUCING STIMULATION FOR HYPERACTIVE AND BRAIN-INJURED CHILDREN.

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 01034
CONTROVERSY OVER ''PATTERNING'' AS A TREATMENT FOR BRAIN DAMAGE IN CHILDREN.
FREEMAN, ROGER D.
2600 N. LAWRENCE ST., PHILADELPHIA, PA.
JAMA 1967 , 202(5) 385-388.

PATTERNING AS A TREATMENT METHOD FOR BRAIN DAMAGE HAS RECEIVED MUCH PUBLICITY AND HAS BEEN INTRODUCED IN PARTS OF THE UNITED STATES AND SEVERAL FOREIGN COUNTRIES. CONTROVERSY CONTINUES AS TO THE VALIDITY OF RESULTS, THE REASONS FOR RESISTANCE TO ACCEPTANCE OF CLAIMS, AND EFFECTS OF OTHER ACTIVITIES OF THE INSTITUTES FOR THE ACHIEVEMENT OF HUMAN POTENTIAL, SUCH AS ADVOCACY OF EARLY TEACHING OF READING. THE VALIDITY OF OBJECTIONS AND RESULTS CANNOT BE ESTABLISHED AT PRESENT. IT IS CONCLUDED, HOWEVER, THAT A MAJOR SOURCE OF NEGATIVE PROFESSIONAL FEELING HAS BEEN THE PUBLICITY GIVEN TO CLAIMED RESULTS WHICH HAVE NOT BEEN DOCUMENTED OR SUPPORTED SCIENTIFICALLY. (31 REF.)

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 07274
A prosthetic memory: An application of the prosthetic environment concept.
Fowler, Roy S.; Hart, Janet; Sheehan, Marilyn
U. Washington, Medical School
Rehabilitation Counseling Bulletin 1972 Dec Vol. 16(2) 80-85

Describes the rehabilitation of a brain-injured young man with a memory deficit. S was unable to respond to stimuli that induced nonimmediate responses. Prosthetic memory devices were employed, such as timers, schedule cards, and appointment books. By gradually lengthening the intervals between the stimuli and the beginning of activities symbolized by the stimuli, and also by varying the activities induced by the stimuli, the S reduced his memory deficit. Stimulus fading devices seemed to train S to develop his own reinforcements to varied stimuli, and he eventually became employable at simple tasks.

EJ077939 EC051260
CREEPING REIFICATION: FUNCTIONAL VERSUS SYMPTOMATIC TREATMENT IN THE DIAGNOSIS ''MINIMAL BRAIN DYSFUNCTION''
Hilsheimer, George von Journal of Learning Disabilities; 6; 3; 185-90 Mar 73

The term minimal brain damage is evaluated in the light of several experiments on about 200 adolescents: no treatment in a democratic children's community; the effect of psychic energizers; electrosleep; biofeedback training for alpha wave desynchronization; deconditioning of phobias; and nutritional/medical treatment. (Author)

EJ013419 EC500847
THE EMOTIONAL CONCOMITANTS OF THE BRAIN-DAMAGED CHILD
Kahn, J P. J Learning Disabilities; 2; 12; 644-51 69 Dec

EJ014613 EC500982
MINIMAL BRAIN DYSFUNCTION IN CHILDREN -- EVALUATION AND TREATMENT
Millman, Howard L. J Learning Disabilities; 3; 2; 89-99 70 Feb

EJ035061 RE502399
SIMPLE REACTION TIME IN "BRAIN-DAMAGED" AND NORMAL CHILDREN UNDER REGULAR AND IRREGULAR PREPARATORY INTERVAL CONDITIONS
Czubner, Gad; Rourke, Byron P. Perceptual and Motor Skills; 31; 3; 767-73 Dec 70

EJ035897 RE502498
CORRELATION OF WISC WITH MOTOR SPEED AND STRENGTH FOR BRAIN-DAMAGED AND NORMAL CHILDREN
Boll, Thomas J. Journal of Psychology; 77; 169-72 Mar 71

EJ033260 AA508842
UNILATERAL BRAIN DAMAGE AND PATTERNS OF AGE-CORRECTED WAIS SUBTEST SCORES
Simpson, C. Dene; Vega, Arthur Journal of Clinical Psychology; 27; 2; 204-8 Apr '71

EJ061982 EC042290
THE MINIMAL BRAIN DYSFUNCTION SYNDROME IN CHILDREN: I--THE SYNDROME AND ITS RELEVANCE FOR PSYCHIATRY; II--A PSYCHOLOGICAL AND BIOMEDICAL MODEL FOR THE SYNDROME
Wender, Paul H. Journal of Nervous and Mental Disease; 155; 1; 55-71 Jul 72

EJ057560 AA512731
MINIMAL BRAIN DAMAGE
Anderson, Camilla M. Mental Hygiene; 56; 2; 62-6 Spr 72
A discussion of the symptoms, characteristics, and causes of minimal brain damage. (MB)

EJ035001 EC031723
ACADEMIC ACHIEVEMENT AND MINIMAL BRAIN DYSFUNCTION
Edwards, R. Philip; And Others Journal of Learning Disabilities; 4; 3; 134-8 Mar 71

The investigation provided no evidence that a diagnosis of minimal brain dysfunction based on a pediatric neurological evaluation and/or visual-motor impairment as measured by the Bender-Gestalt, is a useful predictor of academic achievement. (Author)

EJ006235 EC500264
VISUAL-SPATIAL NEGLECT SUBSEQUENT TO BRAIN INJURY
LaPointe, Leonard L.; Culton, Gerald L. J Speech Hearing Disor; 34; 1; 82-6 69 Feb

EJ042512 RE503021
LATERALIZED BRAIN DAMAGE AND DIFFERENTIAL PSYCHOLOGICAL EFFECTS: REPLY TO DR. WOO-SAM
Vega, Arthur; Parsons, Oscar A. Perceptual and Motor Skills; 33; 1; 269-70 Aug 71

EJ007102 EC500375
MINIMAL BRAIN DYSFUNCTION: CLINICAL AND PSYCHOLOGICAL TEST CHARACTERISTICS
Knights, Robert M.; Hinton, George G. Acad Therap Quart; 4; 4; 265-73 69 Sum

EJ071631 PS502370
AGE DIFFERENCES IN AUDITORY REACTION TIME OF ¬BRAIN-DAMAGED'' AND NORMAL CHILDREN UNDER REGULAR AND IRREGULAR PREPARATORY INTERVAL CONDITIONS
Rourke, B. P.; Czudner, G. Journal of Experimental Child Psychology; 14; 3; 372-8 Dec 72
Results of these studies support the contention that with advancing years brain-damaged children of the type used in the present study may adapt to and/or recover from the dificit(s) involved in the inability to develop and maintain a state of readiness to respond. (Authors)

EJ079669 EC051607
NEUROLOGICAL SIGNS AND INTELLIGENCE IN BRAIN-DAMAGED CHILDREN
Bortner, Morton; And Others Journal of Special Education; 6; 4; 325-33 W 72

EJ027584 EC030376
BRAIN DAMAGE, READING DISABILITY AND THE BENDER GESTALT TEST
Koppitz, Elizabeth Munsterberg J Learning Disabilities; 3; 9; 429-33 Sep '70

EJ007154 EC500461
A REEVALUATION OF FIGURE-GROUND PATHOLOGY IN BRAIN DAMAGED CHILDREN
Rubin, Suellen Safir Amer J Ment Deficiency; 74; 1; 111-5 69 Jul

EJ013420 EC500848
IMMEDIATE AND DELAYED RECOGNITION OF NONSENSE FIGURES IN PATIENTS WITH UNILATERAL HEMISPHERE DAMAGE
Faglioni, Pietro; Spinnler, Hans J Learning Disabilities; 2; 12; 652-8 69 Dec

EJ017413 EC501092
LATERALITY IN RETARDED READERS WITH BRAIN DYSFUNCTION
Forness, Steven R.; Weil, Marvin C. Except Children; 36; 9; 684-5 70 May

EJ036546 EC032128
MINIMAL CEREBRAL DYSFUNCTION IN CHILDREN WITH CHRONIC THROMBOCYTOPENIA
Matoth, Yehuda; And Others Pediatrics; 47; 4; 698-706 Apr 71

EJ017420 EC501103
GROSS DOMINANT FRONTAL LESION WITHOUT SERIOUS SPEECH DISTURBANCE
Serafetinides, E. A. J Learning Disabilities; 3; 4; 228-9 70 Apr

EJ026899 EC030399
MOTOR ACTIVITY IN BRAIN-INJURED CHILDREN
Pope, Lillie Amer J Orthopsychiat; 40; 5; 783-94 Oct '70

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 02116
A revision of the Halstead Category Test for children aged 9 to 15.
Kilpatrick, Doreen L.; Spreen, Otfried
U. Victoria, British Columbia, Canada
Psychology in the Schools 1973 Jan Vol. 10(1) 101-106

Describes the revision of the Halstead Category Test which shortened the length of the test and established new validities. Item analysis was used to identify items that discriminated between responses of normal and brain-damaged children. The revised test has adequate reliability, increased efficiency in administration, and discriminates between normal and brain-damaged children.

EJ021481 EC501238
FROM NIGHTMARE TO LAUGHTER
Underwood, Rosemary; Kronick, Doreen Acad Therap Quart; 5; 3; 229-34 Spr '70

Deaf

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 07196

Psychometric validation of a clinically derived typology of deaf rehabilitation clients.

Bolton, Brian

Chicago Jewish Vocational Service, Ill.

Journal of Clinical Psychology 1972 Jan Vol. 28(1) 22-25

42 deaf clients who were receiving intensive rehabilitation services were described by their counselors through a 42-item Personality Q-sort. The 42 composite Q-sort descriptions were intercorrelated and the matrix was subjected to principal components analysis. 4 distinguishable types resulted and were described. These types corresponded to 4 behavioral styles of adjustment postulated by other investigators (creative, rigid-inhibited, undisciplined and acceptance-anxious).

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 04716

Behavior manifestations of children with hearing loss.

Payne, Peter D.; Payne, Regina L.

Bradley U.

American Journal of Nursing 1970, Aug, Vol. 70(8), 1718-1719

A summary of the characteristics of a hearing defective child may be useful to school, public health, and pediatric nurses who are able to observe children in various situations over a period of time. These characteristics are of the child whose hearing loss is sufficient to cause problems but not severe enough to be detected. The child is usually described as inattentive, shy, and living ''in a world of his own.'' A speech problem is an important symptom as is the frequent complaint of earache and other ear difficulties. He makes frequent requests to have things repeated and may not follow directions or follow them incorrectly. This behavior may be mistaken for arrogance or mental retardation. Medical records should be checked for a family history of hearing loss, complicated pregnancy and delivery, prematurity, neonatal disease or earache. It is suggested that children with these conditions in their background should have periodic hearing tests.

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 11712
THE ROLE OF LANGUAGE AND EXPERIENCE ON THE USE OF LOGICAL SYMBOLS.
YOUNISS, JAMES; FURTH, HANS G.
CATHOLIC U. OF AMERICA, CENTER FOR RESEARCH IN THINKING + LANGUAGE
BRITISH JOURNAL OF PSYCHOLOGY 1967 , 58(3-4), 435-443.

24 DEAF, 24 HEARING, CULTURALLY DEPRIVED (AMERICAN INDIAN), AND 24 MIDDLE-CLASS CONTROL YOUNG ADOLESCENTS WERE TRAINED IN 5 DAILY SESSIONS TO IDENTIFY PICTURE-INSTANCES AS TRUE OR FALSE DENOTATIONS OF SYMBOLIC STATEMENTS OF 8 LOGICAL CONCEPTS. TRAINING WAS NONVERBAL IN THAT SS HAD TO CONSTRUCT INSTANCES FOR STATEMENTS OF CONCEPTS OR WRITE STATEMENTS FOR GIVEN INSTANCES. ON THE 5TH DAY SS WERE ADMINISTERED A PAPER AND PENCIL TEST TO IDENTIFY NEWLY INTRODUCED INSTANCES AS TRUE OR FALSE CASES OF CONCEPT STATEMENTS. DEAF AND INDIAN SS MANIFESTED A SIMILAR PERFORMANCE PATTERN ACROSS CONCEPTS WHICH DIFFERED NOTABLY FROM THAT OF THE CONTROLS. WITH CONCEPTS GENERATING A BROAD CLASS OF LOGICALLY EQUIVALENT BUT PHYSICALLY DISTINCT INSTANCES AND WITH THAT ASPECT OF A CONCEPT WHICH INCLUDED A BROAD CLASS OF INSTANCES, CONTROLS WERE SUPERIOR. IN DISTINCTION, MINIMAL DIFFERENCES AMONG GROUPS WERE OBSERVED IN IDENTIFICATION OF AN INSTANCE WHICH CAME FROM A CLASS OF 1 OR A NARROW CLASS. IT IS CONCLUDED THAT DEAF AND INDIAN SS TENDED TO USE SYMBOLS PRIMARILY TO DEPICT ATTRIBUTES LITERALLY WHILE CONTROLS WERE BETTER ABLE TO APPLY SYMBOLS AS THEY REPRESENT CLASSES OF INSTANCES. RESULTS APPEAR TO CONFORM TO CONTEMPORARY THEORIES ON THE DEVELOPMENT OF REPRESENTATIONAL USE OF SYMBOLS AND SPECIFY THE DELETERIOUS INFLUENCE OF LONG-TERM EXPERIENTIAL DEPRIVATION ON INTELLECTUAL DEVELOPMENT.

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 06202
Visual horizontal perception in relation to otolith function.
Miller, Earl F.; Fregly, Alfred R.; Graybiel, Ashton
USN AMI NASA Joint Report 1966, No. 989, 11 p.

Attempted to determine the influence of the otolith organs on visually perceived direction of space by comparing the constant and variable errors of 15 normal males and 10 deaf Ss with bilateral labyrinthine defects (LDs) during 19 positions of body tilt with .90. of gravitational vertical. The general perceptual pattern was similar for both groups, although that of the LD group was more variable, and greater E and A phenomenon effects were manifested during several of the tilt positions. A significantly larger E effect was observed in LD Ss with little or no ocular counterroll. (16 ref.)

EJ063048 AA513439
EDUCATION OF THE DEAF AS VIEWED FROM THE REHABILITATION PERSPECTIVE
Bolton, Brian Peabody Journal of Education; 50; 1; 63-7 Oct 72

The thesis of this paper is that education of deaf children and youth has generally failed to accomplish its purpose of preparation for successful life adjustment. (Author)

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 01195

Auditory and visual process development.

Affolter, Felicie

Hearing Clinic, Child Audiological Station, St. Gallen, Switzerland

Psychologie 1972 Vol. 31(3) 207-223

Investigated whether perception of acoustic and visual patterns improves with age, and assessed the interaction between environment and organism by determining differences in pattern perception between hearing and deaf children. Increasingly complex auditory and visual patterns were presented to 21 deaf and 33 normal 4-10 yr. old children. Auditory patterns were varied in frequency and intensity and visual patterns in color and size. Significant differences were obtained attributed to age, deprived vs. nondeprived S condition, modality and complexity of pattern, and simultaneous vs. successive presentation mode. Results suggest a perceptual performance model including 3 factors: (a) a scheme for perceptual organization which depends on past experience, (b) a channel capacity, and (c) redundancy inherent in the stimuli. Perceptual success appears to approximate the product of these 3 factors. (French summary) (37 ref.)

DOC YEAR: 1971 VOL NO: 46 ABSTRACT NO: 01635

Effect of age and interest time interval upon the initial and re-check speech discrimination test results of hearing aid users.

Cohen, Manuel M.; Schleifer, Annette B.

New York U.

Journal of Auditory Research 1969, Oct, Vol. 9(4), 332-334

Audiologic data were transcribed for 50 11-81 yr. old males and 50 10-90 yr. old females, selected from the files of a hearing aid clinic. Phonetically balanced word stimuli discrimination scores (DSs) were examined for effect of sex, age, and lapsed interval between initial hearing aid evaluation and a recheck up to 2 mo. and more later. There were no sex differences. Those Ss above the median (63.6 yr.) had significantly worse recheck DSs than younger Ss. Older Ss did significantly worse on recheck than on initial evaluation. Lapsed interval was significant: after 2 mo. DSs declined.

DOC YEAR: 1967 VOL NO: 41 ABSTRACT NO: 15653

A FACTOR ANALYTIC STUDY OF THE RELATION BETWEEN THE SPEED OF VISUAL PERCEPTION AND THE LANGUAGE ABILITIES OF DEAF ADOLESCENTS.

OLSON, JACK R.

U. MONTANA

JOURNAL OF SPEECH + HEARING RESEARCH 1967 , 10(2), 354-360.

39 DEAF ADOLESCENTS FROM 2 STATE RESIDENTIAL SCHOOLS FOR THE DEAF WERE ADMINISTERED 5 VISUAL PERCEPTUAL TEST MEASURES (22 SCORES) AND 3 LANGUAGE MEASURES (10 SCORES) TO DETERMINE WHETHER OR NOT THE SKILLS OF VISUAL PERCEPTION WERE RELATED TO LANGUAGE ACQUISITION. THE DATA WERE CONVERTED TO A CORRELATION MATRIX AND WERE FACTOR ANALYZED. THE CORRELATION COEFFICIENTS AND THE 10 FACTORS EXTRACTED FROM THIS MATRIX SHOW THE MEASURES OF VISUAL PERCEPTION AND THE LANGUAGE TASKS USED TO BE POSITIVELY RELATED.

DOC YEAR: 1971 VOL NO: 46 ABSTRACT NO: 05307
Cross cultural study of personality in the deaf.
Altshuler, Kenneth Z.; Vollenweider, John; Rainer, John D.
Columbia U., Coll. of Physicians & Surgeons
Proceedings of the Annual Convention of the American Psychological Association 1971, Vol. 6(Pt. 2), 631-632

Describes an ongoing study which includes selected psychological tests given to hearing adolescents and comparable Ss with early total deafness. The study is a cross-cultural effort to define whether early language deprivation and limited language skills are inherently associated with impulsivity. It also includes a survey and clinical comparison of deaf psychiatric patients in New York State and throughout Yugoslavia. Psychological results thus far in the American section are reported. Scores on the Porteus Maze, Id-Ego-Superego and a new Draw-a-Line test indicate greater impulsivity in the deaf, but the relative absence of a relationship between an individual's scores on the various measures suggests that impulsivity is multifactorial and comprises a number of different qualities.

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 10699
Self-concept of academic ability and academic performance among deaf adolescent students in residential and nonresidential schools.
Bacher, James R.
U. Pittsburgh
Dissertation Abstracts International 1970, Sep, Vol. 31(3-A), 1100.

DOC YEAR: 1967 VOL NO: 41 ABSTRACT NO: 01799
THE EFFECTS OF SOCIAL REINFORCEMENT ON DEAF CHILDREN'S PERFORMANCE IN AUTO-INSTRUCTIONAL LEARNING.
MCCLARD, QUINCE D.
U. MINNESOTA
DISSERTATION ABSTRACTS 1966 , 27(3-A), 678-679.

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 03043
Body image and learning of deaf and hearing boys.
Fleming, Jean E.
U. Florida
Dissertation Abstracts 1968, 29(1-A), 144-145.

DOC YEAR: 1971 VOL NO: 46 ABSTRACT NO: 07477
The relationship between verbal language and impulsivity in the deaf.
Binder, Phyllis J.
Wayne State U.
Dissertation Abstracts International 1971, Mar, Vol. 31(9-B), 5614-5615.

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 01133

Differences in verbal creative thinking abilities between deaf and hearing children.

Kaltsounis, Bill

State University Coll. New York, Buffalo

Psychological Reports 1970, Jun, Vol. 26(3), 727-733

Obtained fluency, flexibility, and originality scores from Thinking Creatively With Words, Form A, given to 418 deaf and hearing 4th-6th graders. Divergent thinking scores were higher for deaf Ss. Fluency scores were dependent upon hearing status, grade level, and sex but not in interaction with each other. Flexibility scores were independent of hearing status, sex, and grade level. Originality scores were dependent upon hearing status, sex, and grade level and upon interaction of grade level with hearing status.

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 08551

An exploratory study of the creativity in deaf children.

Pang, Henry; Horrocks, Carol

American U.

Perceptual & Motor Skills 1968, 27(3, Pt. 1), 844-846.

11 deaf children of average intelligence at a school for the deaf were administered the Barron-Welsh Art Scale and the Torrance Figural Tests of Creative Thinking to measure creative abilities. They scored lower than other Ss as it appears that they were not interested in the abstract figures but were more oriented toward the concrete. They scored approximately the same on the Torrance dimensions as a group of normally hearing Ss but were higher on elaboration. Possibly the tendency of the deaf to be concerned with observed data aided them in obtaining high elaboration scores. However, because of the small N, findings must be held cautiously. A larger sample is required. Creativity among deaf persons and other types of handicapped persons should be thoroughly explored.

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 12572

COMPARISON OF ACADEMIC ACHIEVEMENT SKILLS IN STUDENTS WITH HIGH FREQUENCY, SENSORI-NEURAL, HEARING LOSS.

NIELSON, MELVIN A.

U. UTAH

DISSERTATION ABSTRACTS 1968 , 28(7-B), 3090.

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 11499

A comparative investigation of the auditory discrimination abilities of children in special education and regular education classrooms in the San Luis Valley of Colorado.

Swem, Thomas W.

U. New Mexico

Dissertation Abstracts International 1973 Jan Vol. 33(7-B) 3369-3370

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 08899
A comparison of sign language and spoken language.
Bellugi, Ursula; Fischer, Susan
Salk Inst. for Biological Studies, San Diego, Calif.
Cognition 1972 Vol. 1(2-3) 173-200

Presents evidence from studies with 3 hearing adults (children of deaf parents) suggesting that a sign in the American Sign Language takes longer to produce than a spoken word, but that a proposition takes about the same amount of time to produce in either language, or either modality for some signers. Properties of American Sign Language which can account for both of these facts are discussed. (French summary)

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 08932
Is the sign language of the deaf an adequate communicative channel?
Hoemann, Harry W.; Tweney, Ryan D.
Bowling Green State U.
Proceedings of the 81st Annual Convention of the American Psychological Association, Montreal, Canada 1973 Vol. 8 805-806

Notes that lexical and grammatical differences between the American Sign Language (ASL) of the deaf and spoken languages have led to the ethnocentric conclusion that ASL is an inferior communicative channel compared to English. To provide an empirical test of ASL adequacy, grammatically complex, nontechnical English texts were translated into ASL and back again into English by 4 independent translators (2 deaf and 2 hearing adults). Fingerspelling was prohibited. Some factual details and some information obvious from the context were absent in the back translations, but the sense of the original was preserved. Results suggest that ASL is an adequate communicative channel and an independent language system.

DOC YEAR: 1970 VOL NO: 44 ABSTRACT NO: 15092
Predicting the academic achievement of the acoustically-impaired using intelligence and self-concept of academic ability.
Joiner, Lee M.; Erickson, Edsel L.; Crittenden, Jerry B.Stevenson, Vivian M.
Southern Illinois U.
Journal of Special Education 1969, 3(4), 425-431.

Discusses the relative usefulness of intellectual ability as measured by IQ and self-concept of academic achievement (SCA) in predicting the academic achievement as defined by GPA of deaf adolescents. A double cross-validation design was employed, using beta weights derived from step-wise multiple regression analyses of 2 groups of 40 10th-12th grade deaf students and 1 group of 1800 nonimpaired 10th graders. Results suggest a methodological model for use in investigating sets of variables which are presumed to predict academic achievement, but whose relation to one another has not been explored. The significance of academic grades as a socially significant criterion is discussed.

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 09453
The effects on speech intelligibility of time-compression and -expansion on normal-hearing, hard of hearing, and aged males.
Schon, T. D.
Montclair State Coll.
Journal of Auditory Research 1970 Jul Vol. 10(3) 263-268

Presented C.I.D. W-22 monosyllables, compressed and expanded by ratios of 30 and 50%, to 5 groups of 20 men each: young normal-hearing, young with normal hearing through 3 kc/sec, young with sensorineural hearing loss, aged with average hearing for their age and sex, and aged with sensorineural hearing loss. Intelligibility scores for all groups were depressed as compared to 0% compression/expansion. Significant differences were noted for the young Ss with sensorineural hearing loss and both groups of aged Ss in the compressions conditions as compared to the normal hearing young Ss. In the expansion conditions the intelligibility scores for the young and aged Ss with hearing loss were significantly different from the young normal group. Aged Ss with normal hearing for their sex and age were not significantly different from young normal Ss in the expansion conditions.

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 11453
Further investigation of vowel items in multiple-choice speech discrimination testing.
Owens, Elmer; Benedict, Martha; Schubert, Earl D.
U. California, San Francisco
Journal of Speech & Hearing Research 1971 Dec Vol. 14(4) 841-847

Presented a list of 25 vowel test items employing a multiple-choice (or closed-set) response system to 94 patients with sensorineural hearing impairments and 10 with normal hearing listening through a low-pass filter. The items had been demonstrated empirically to be the most difficult of 288 similarly constructed items. Even these 25 items produced relatively few errors in the 2 groups. No differences occurred in probability of error on individual phonemes among 3 types of hearing impairment (Meniere's disease, presbycusis, and noise-induced loss). In general, multiple-choice items structured to permit confusion of 1 vowel with another failed to show promise as good test items for speech discrimination.

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 13000
A NONSENSE TEST OF STRUCTURAL MEANING.
WOODWARD, HELEN M.
CENTRAL INST. FOR THE DEAF, ST. LOUIS, MO.
JOURNAL OF VERBAL LEARNING + VERBAL BEHAVIOR 1968 , 7(1), 31-32.

DEVISED A PAPER-AND-PENCIL NONSENSE-WORD TEST TO MEASURE ABILITY TO OBTAIN MEANING FROM SENTENCE STRUCTURE. IT WAS USED TO EXPLORE THE RESPECTIVE ROLES OF LEXICON AND STRUCTURE IN THE READING OF GROUPS OF 13-15 YR. OLD NORMALLY HEARING AND DEAF CHILDREN. SS WERE ALSO GIVEN TESTS OF VOCABULARY AND PARAGRAPH COMPREHENSION. THE RESULTS INDICATE THAT PAPER-AND-PENCIL NONSENSE-WORD TESTS CAN BE USED WITH LARGE GROUPS OF CHILDREN IN THEIR EARLY TEENS. SECTIONS OF THE NONSENSE TEST CORRELATED AS HIGHLY WITH PARAGRAPH COMPREHENSION AS DID THE VOCABULARY TEST FOR BOTH GROUPS OF SS.

DOC YEAR: 1967 VOL NO: 41 ABSTRACT NO: 12323

A FACTOR ANALYTIC STUDY OF THE RELATION BETWEEN THE SPEED OF VISUAL PERCEPTION AND THE LANGUAGE ABILITIES OF DEAF ADOLESCENTS.

OLSON, JACK R.
OHIO STATE U.
DISSERTATION ABSTRACTS 1967 , 27(9-B), 3327.

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 11728

Effect of reward on speed of coding for normal and hearing-impaired children.

Elliott, Lois L.; Vegely, Ann B.
Central Inst. for the Deaf, St. Louis, Mo.
Psychonomic Science 1969, 15(2), 73-75.

3 groups (N = 12) of children who received rewarded practice on a sequential-processing-and-memory task, similar to a subtest of the WISC, improved and retained gains on retest after a retention interval. The low-achieving deaf performed less well than the average-intelligence deaf group and normal hearing group. Other investigators have inferred that a ''specific factor'' measured by the coding test is related to reading and language development in normal Ss. Compounding a deficiency in this skill with an additional sensory handicap, such as deafness, shows the relation more clearly.

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 11388

The effects of visual cueness and visual deprivation upon the acquisition and rate of learning of a balance skill among deaf individuals.

Grimsley, Jimmie R.
U. Georgia
Dissertation Abstracts International 1973 Jan Vol. 33(7-A) 3354

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 11427

Relation of effort ratings of CCVCs by congenitally deaf to Greenberg and Jenkins' S scale.

Koutstaal, C. W.; Smith, O. W.
Bowling Green State U.
Perceptual & Motor Skills 1972 Apr Vol. 34(2) 643-646

Presented J. Greenberg and J. Jenkins's List 1 CCVCs to 40 deaf Dutch and American 13-18 yr. olds and 46 hearing Dutch and American undergraduates. Ss rated the effort, e, of subvocalizing the CCVCs. Results tend to support the hypotheses that (a) mean scale values of e for the 24 CCVCs would correlate significantly with s values of the CCVCs, and (b) correlations would be lower than those based on ratings by Ss with normal hearing.

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 10709

Fingerspelling as a visual sequential process.

Zakia, Richard D.
U. Rochester
Dissertation Abstracts International 1970, Nov, Vol. 31(5-A), 2201.

DOC YEAR: 1967 VOL NO: 41 ABSTRACT NO: 00747
USE OF VISUAL MEMORY IN TEACHING WRITTEN LANGUAGE SKILLS TO DEAF CHILDREN.
RUSH, MARY L.
OHIO STATE U.
JOURNAL OF SPEECH + HEARING DISORDERS 1966 , 31(3), 219-226.

DESCRIBES THE SHORT-TERM MEMORY TRAINING OF 38 DEAF CHILDREN THROUGH VISUALLY PRESENTED PROGRAMED MATERIALS. SS WERE REQUIRED TO RECALL MEANINGFUL UNITS OF SELECTED SENTENCE PATTERNS OF INCREASING LENGTHS UNTIL THEY WERE ABLE TO WRITE THE SENTENCE IN PROPER SYNTAX. THE AMOUNT OF IMPROVEMENT WAS SIGNIFICANT AT THE .01 LEVEL. WIDER APPLICATION FOR THE PROGRAMED TECHNIQUES IN TEACHING WRITTEN LANGUAGE TO THE DEAF AND TO OTHER LANGUAGE-HANDICAPPED PEOPLE IS EVIDENT FROM THIS STUDY.

DOC YEAR: 1970 VOL NO: 44 ABSTRACT NO: 13075
The perception of facial expressions of affect by deaf and nondeaf high school students.
Sugarman, Ira R.
Columbia U.
Dissertation Abstracts International 1969, 30(3-B), 1369.

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 11370
Effects of distance on the visual reception of speech.
Erber, Norman P.
Central Inst. for the Deaf, St. Louis, Mo.
Journal of Speech & Hearing Research 1971 Dec Vol. 14(4) 848-857

2 trained female talkers with normal hearing and speech presented with voice 240 common nouns (80 monosyllables, 80 trochees, 80 spondees) to 6 profoundly deaf children whose task was to lipread without acoustic cues at distances from 5-100 ft. Under bright, shadow-free illumination, lipreading performance diminished from 75% correct at 5 ft. to 11% correct at 100 ft. Stress patterns of the stimulus words influenced their intelligibility, with scores decreasing from spondees to trochees to monosyllables. In a supplementary study, 1 talker presented 2 tests of phoneme recognition to the same 6 deaf Ss whose task was to lipread from 5, 20, or 70 ft. Identification of consonants in vowel-consonant-vowel context depended on their place of articulation (front superior to back) and on the surrounding vowel. Vowel-identification scores were less dependent on distance than were consonant-identification scores. In general, tense (stressed) vowels were more easily identified than were lax (unstressed) vowels.

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 10181
The effects of peripheral visual stimuli on lipreading performance.
Keil, Janice M.
Michigan State U.
Dissertation Abstracts 1968, 29(6-B), 2230.

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 17670
EFFECTS OF LIGHTING CONDITION AND MODE OF PRESENTATION ON THE SPEECHREADING ACCURACY OF DEAF CHILDREN.
JACKSON, WILLIAM D.
INDIANA U.
DISSERTATION ABSTRACTS 1968 , 28(10-A), 3891.

DOC YEAR: 1970 VOL NO: 44 ABSTRACT NO: 11668
The relationship of visual synthesis to lipreading performance.
Kitchen, Dale W.
Michigan State U.
Dissertation Abstracts International 1969, 30(4-B), 1940.

DOC YEAR: 1972 VOL NO: 47 ABSTRACT NO: 05421
LOGICAL SYMBOL USE IN DEAF AND HEARING CHILDREN AND ADOLESCENTS.
YOUNISS, JAMES; FURTH, HANS G.; ROSS, BRUCE M.
CATHOLIC U. OF AMERICA, CENTER FOR RESEARCH IN THINKING & LANGUAGE
DEVELOPMENTAL PSYCHOLOGY 1971, NOV, VOL. 5(3), 511-517
PRESENTS COMPARATIVE OBSERVATIONS FOR HEARING AND DEAF SS' USE OF LOGICAL SYMBOLS. RESULTS OF 2 EXPERIMENTS WITH A TOTAL OF 88 DEAF AND 88 NORMAL 9-20 YR. OLDS SUPPORT A 3-LEVEL MODEL BASED ON PIAGET'S CONTENTION THAT COORDINATION OF INTENSION AND EXTENSION UNDERLIES LOGICAL DEVELOPMENT. ALTHOUGH MOST DEAF SS INITIALLY PERFORMED AT LOWER LEVELS THAN THEIR HEARING PEERS, MANY DEAF SS ACHIEVED THE HIGHEST LEVEL WHEN GIVEN ADDITIONAL TRAINING. FINDINGS SUPPORT THE VIEW THAT LOGICAL DEVELOPMENT CAN OCCUR WHEN THERE IS NO DIRECT INTERNALIZATION OF A SOCIETAL LANGUAGE AND THAT DEAF ADOLESCENTS ARE CAPABLE OF PROPOSITIONAL THOUGHT DESPITE THEIR LANGUAGE DEFICIENCY.

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 06248
Perception of sign language of the deaf.
Breger, Ilana
New York Student Consultation Center, N.Y.
Perceptual & Motor Skills 1970, Oct, Vol. 31(2), 426
30 symbols from the sign-language of the deaf were ''signed'' to 35 naive sighted-hearing male Ss who correctly identified 26 of them beyond chance expectations. Misidentifications tended to occur in terms of signs with associated, similar, or opposed meanings. The perception of sign language is highly accurate for individuals for whom it has no personally relevant function.

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 13195
Mediated transfer in deaf adolescents.
DiFrancesca, Salvator J.
St. Louis U.
Dissertation Abstracts 1969, 29(8-B), 3084.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 05583
Psychodynamics surrounding the diagnosis of a child's deafness.
Vernon, McCay
Western Maryland Coll.
Rehabilitation Psychology 1972 Fal Vol. 19(3) 127-134

Reports findings based on 20 yr. experience and research by others that the key variables affecting coping procedures are the character of the parents, the counseling they receive, their attitude toward having a child, the degree toward which denial is used, and the stress resulting from communication problems. Part of the communication problem centers around the ambiguity of lipreading and amplified sound to the deaf child and his limitation of speech. The use of fingerspelling and sign language in conjunction with oral communication is considered a way to cope with this part of the problem.

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 09454
Training hearing impaired children in auditory discrimination of pitch: A comparison of two approaches.
Sellers, Daniel E.
Florida State U.
Dissertation Abstracts International 1972 Dec Vol. 33(6-B) 2852

DOC YEAR: 1971 VOL NO: 46 ABSTRACT NO: 03784
Comparison of deaf and normally hearing children on analogy items under different methods of instructions at different age levels.
Canabal, Juan V.
Dissertation Abstracts International 1970, Dec, Vol. 31(6-B), 3700.

EJ062141 EM502615
TEACHING THE DEAF CHILD TO READ
Anderson, Norman O.; Laird, Roderick D. Audiovisual Instruction; 17; 5; 19-20 May 72

DOC YEAR: 1972 VOL NO: 47 ABSTRACT NO: 03653
ACQUISITION OF A LEARNING SET BY CHILDREN WITH COMMUNICATION DISORDERS.
LEVIN, GERALD R.; RAPIN, ISABELLE; COSTA, LOUIS D.TOURK, LESTER
BUCKNELL U.
JOURNAL OF COMMUNICATION DISORDERS 1971, APR, VOL. 4(2), 83-98

STUDIED THE ACQUISITION OF A CONDITIONAL MATCHING LEARNING SET (CMLS) IN 32 MALE AND 32 FEMALE DEAF 8-14 YR. OLDS AND IN 24 NORMAL CONTROLS. 1/2 OF EACH SAMPLE WAS PRETRAINED. ALL SS WERE PRESENTED WITH 16 TRIALS ON EACH OF 4 CMLS PROBLEMS. RESULTS INDICATE THAT (A) MOST SS FORMED THE LEARNING SET, (B) PRETRAINING FACILITATED ACQUISITION, (C) CMLS PERFORMANCE CORRELATED WITH MA, AND (D) PERFORMANCE WAS SIMILAR IN THE 2 SAMPLES. A FOLLOW-UP STUDY OF SS WITH COMMUNICATION DISORDERS INDICATES THAT CMLS PERFORMANCE PREDICTED ACADEMIC ACHIEVEMENT 1 YR. LATER. IMPLICATIONS FOR CLINICAL ASSESSMENT AND EDUCATIONAL PROGRAMS ARE DISCUSSED. (18 REF.)

DOC YEAR: 1972 VOL NO: 47 ABSTRACT NO: 07587
COMMUNICATION PATTERNS IN CLASSES FOR DEAF STUDENTS.
CRAIG, WILLIAM N.; COLLINS, JAMES L.
WESTERN PENNSYLVANIA SCHOOL FOR THE DEAF, PITTSBURGH
EXCEPTIONAL CHILDREN 1970, DEC, VOL. 37 (4), 283-289

IN ORDER TO DESCRIBE MORE OBJECTIVELY THE CLASSROOM COMMUNICATION OF DEAF CHILDREN, AN INSTRUMENT FOR MAKING SYSTEMATIC OBSERVATIONS OF THIS COMMUNICATION WAS DEVELOPED AND TESTED. THIS TECHNIQUE, BASED ON THE FLANDERS CATEGORY INTERACTION ANALYSIS SYSTEM, WAS ADAPTED SPECIFICALLY FOR USE WITH THE DEAF AND INCLUDED NOTATIONS BOTH FOR COMMUNICATION PURPOSES AND COMMUNICATION MODES. WHEN APPLIED TO 12 SELECTED CLASSES OF DEAF CHILDREN (94 SS) THE INSTRUMENT PROVED SENSITIVE TO DIFFERENCES IN CLASSROOM INTERACTION AND PROVIDED A SYSTEMATIC RECORD OF THESE COMMUNICATIVE EXCHANGES BETWEEN THE TEACHER AND STUDENT AND AMONG STUDENTS WITHIN CLASSES.

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 02811
PHRASE-LEARNING IN DEAF AND HEARING SUBJECTS.
ODOM, PENELOPE B.; BLANTON, RICHARD L.
VANDERBILT U.
JOURNAL OF SPEECH + HEARING RESEARCH 1967 , 10 (3), 600-605.

2 GROUPS OF 24 DEAF SS EACH WERE COMPARED WITH 24 5TH GRADERS AND 24 12TH GRADERS WITH NORMAL HEARING ON THE LEARNING OF SEGMENTS OF WRITTEN ENGLISH. 8 SS FROM EACH GROUP LEARNED PHRASALLY DEFINED SEGMENTS SUCH AS ''PAID THE TALL LADY,'' 8 MORE LEARNED THE SAME WORDS IN NONPHRASES HAVING ACCEPTABLE ENGLISH WORD ORDER SUCH AS ''LADY PAID THE TALL,'' AND THE REMAINING 8 IN EACH GROUP LEARNED THE SAME WORDS SCRAMBLED, ''LADY TALL THE PAID.'' THE TASK CONSISTED OF 12 STUDY TEST TRIALS. ANALYSES OF THE MEAN NUMBER OF WORDS RECALLED CORRECTLY AND THE PROBABILITY OF RECALLING THE WHOLE PHRASE CORRECTLY, GIVEN THAT 1 WORD OF IT WAS RECALLED, INDICATED THAT BOTH AGES OF HEARING SS SHOWED FACILITATION ON THE PHRASALLY DEFINED SEGMENTS, INTERFERENCE ON THE SCRAMBLED SEGMENTS. THE DEAF GROUPS SHOWED NO DIFFERENTIAL RECALL AS A FUNCTION OF PHRASAL STRUCTURE. IT IS CONCLUDED THAT THE DEAF DO NOT POSSESS THE SAME PERCEPTUAL OR MEMORY PROCESSES WITH REGARD TO ENGLISH AS DO THE HEARING SS.

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 02810
RULE LEARNING IN DEAF AND HEARING SUBJECTS.
ODOM, PENELOPE B.; BLANTON, R. L.
VANDERBILT U.
AMERICAN JOURNAL OF PSYCHOLOGY 1967 , 80 (3), 391-397.

ATTEMPTED ''TO DETERMINE WHETHER PERFORMANCE BY DEAF SS ON LEARNING RULES OF ORDER WAS COMPARABLE TO THAT OF HEARING SS.'' 20 INDIVIDUAL LETTER-PAIRS OR NONSENSE FORM PAIRS WERE PRESENTED THE SS. ''5 OF THESE PAIRS WERE NOT SHOWN TO THE SS. 1/2 THE SS WERE SHOWN BOTH MEMBERS OF A PAIR SIMULTANEOUSLY AND THE OTHER 1/2 WERE SHOWN 1 MEMBER OF A PAIR AND THEN . . . THE 2ND MEMBER OF THE PAIR. LEARNING WAS MEASURED BY A RECOGNITIVE TASK. THE TENDENCY TO RECOGNIZE THE 5 OMITTED PAIRS WAS USED AS A MEASURE OF RULE-INFERENCE. OVER-ALL, THE DEAF RECOGNIZED FEWER OF THE OMITTED PAIRS THAN THE HEARING SS, INDICATING LESS TENDENCY TO FORM RULES ABOUT THE ORGANIZATION OF THE MATERIAL.''

DOC YEAR: 1971 VOL NO: 46 ABSTRACT NO: 07267

Covert linguistic behavior in deaf subjects during thinking.

McGuigan, F. J.

Hollins Coll.

Journal of Comparative & Physiological Psychology 1971, Jun, Vol. 75(3), 417-420

Tested the hypothesis of L. Max (see PA, Vol. 12:781) that covert finger movements occur in deaf Ss during thinking. 6 15-19 yr. old right-handed deaf Ss, proficient in manual speech and learning oral speech, were studied during problem solving and a nonverbal control task. 2 normal hearing female undergraduates served as controls. In deaf Ss during problem solving (a) the amplitude of left-arm and lip EMGs significantly increased, and (b) EEG from the left motor area significantly decreased. No significant differences were found for leg EMG, but respiration rate increased significantly during all tasks. In conformity with the findings of L. Max and L. Novikova, it is concluded that the manual and oral regions were covertly functioning as a single linguistic system during thinking.

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 11371

Auditory, visual, and auditory-visual recognition of consonants by children with normal and impaired hearing.

Erber, Norman P.

Central Inst. for the Deaf, St. Louis, Mo.

Journal of Speech & Hearing Research 1972 Jun Vol. 15(2) 413-422

Presented the consonants /b,d,g,k,m,n,p,t/ to normal-hearing, severely hearing-impaired, and profoundly deaf 9-15 yr. old children (n = 5 in each group) through auditory, visual, and combined auditory-visual modalities. Through lipreading alone, all 3 groups were able to discriminate between the places of articulation (bilabial, alveolar, velar) but not within each place category. When they received acoustic information only, normal-hearing Ss recognized the consonants nearly perfectly, and severely hearing-impaired Ss distinguished accurately between voiceless plosives, voiced plosives, and nasal consonants. However, the scores of the profoundly deaf group were low, and they perceived even voicing and nasality cues unreliably. Although both the normal-hearing and the severely hearing-impaired groups achieved nearly perfect recognition scores through simultaneous auditory-visual reception, the performance of the profoundly deaf Ss was only slightly better than that which they demonstrated through lipreading alone. (28 ref.)

DOC YEAR: 1971 VOL NO: 46 ABSTRACT NO: 05504

Vocal labels and characteristics of recall in an object arrangement task with deaf and hearing children.

Chovan, William L.

Western Carolina U.

Proceedings of the Annual Convention of the American Psychological Association 1971, Vol. 6(Pt. 2), 547-548

Investigated the effects of vocal labels on memory using an object task. The 60 deaf and 30 hearing Ss were divided into 2 MA levels, primary (below 7-2) and intermediate (above 7-10 MA). Within each level, Ss were assigned to treatment. When the groups were viewed in terms of levels, there were significant differences between intermediate and primary deaf and hearing groups. At both the primary and intermediate levels, there were no significant differences between Ss with vocal labels and without vocal labels. Results suggest that the availability of additional modes of mediation accounted for differences between the primary and intermediate levels.

DOC YEAR: 1971 VOL NO: 46 ABSTRACT NO: 01638
Sequential letter and word recognition in deaf and hearing subjects.
Zakia, Richard D.; Haber, Ralph N.
Rochester Inst. of Technology
Perception & Psychophysics 1971, Jan, Vol. 9(1-B), 110-114

Examined the processing of sequentially presented letters of familiar and nonsense words, especially among Ss of vastly differing experience on sequential tasks, 3 groups of Ss were tested on letters of words spelled sequentially on an alphanumeric display and on letters of words fingerspelled. Ss were 33 deaf and 19 hearing undergraduates, and 6 deaf and 6 hearing teachers who were highly proficient in finger spelling. Deaf Ss varied in their fingerspelling ability. Of principal interest was the finding that hearing Ss did better on nonsense letter recognition, while the deaf group did better on word recognition. Word length was important except to the staff Ss on fingerspelled words, which also suggests that concentration on fingerspelling proficiency forces attention to the whole word and not its component letters. Hearing Ss, who were the group faced with an unfamiliar task, seemed to attend to each letter and hence had more difficulty with recogntion of the longer unit.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 06965
Pronunciability in verbal learning of the deaf.
Chen, Kathleen
Rochester Inst. of Technology, Coll. of General Studies
Journal of Psychology 1973 May Vol. 84(1) 89-95

Investigated the effect of rated pronunciability on learning in 3 groups of 18 deaf technology students differing in level of hearing loss. 3 levels of trigram difficulty were presented through a memory drum and 4 free-recall trials were given for each list. Results indicate that pronunciability was a predictor of learning for all categories of deafness.

DOC YEAR: 1967 VOL NO: 41 ABSTRACT NO: 00242
VISUAL MEMORY SPAN IN THE DEAF.
OLSSON, JAMES E.; FURTH, HANS G.
AMERICAN JOURNAL OF PSYCHOLOGY 1966 , 79(3), 480-484.

30 ADOLESCENT DEAF PUPILS AND 15 HEARING PUPILS, EQUATED FOR AGE AND INTELLIGENCE, SERVED AS SS. DEAF AND HEARING PUPILS PERFORMED ALIKE WITH MEMORY OF NONSENSE FORMS, BUT THE DEAF WERE INFERIOR WITH DIGITS. BOTH GROUPS BENEFITED EQUALLY FROM HIGH TO LOW ASSOCIATION FORMS, EXCEPT FROM SIMULTANEOUS COMPARED TO SUCCESSIVE PRESENTATIONS. THESE RESULTS AGREE WITH THOSE OF PREVIOUS EXPERIMENTS.

EJ024973 AA507000
TO SEE AND TO TOUCH
Horn, William A. Amer Educ v 6; 7; 35-6 Aug-Sep '70

DOC YEAR: 1971 VOL NO: 46 ABSTRACT NO: 05508

The ability of deaf children to use syntactic cues in immediate recall of speechread material.

Lowenbraun, Sheila; Affleck, James Q.
U. Washington, Coll. of Education
Exceptional Children 1970, Sum, Vol. 36(10), 735-741

Investigated the ability of 41 profoundly deaf children (CA 6-13.11) to use grammatical cues in the oral reproduction of speech-read material. Shifting patterns of significant results on the indicator variables of number of omissions, additions, substitutions, and word order reversals; correct reproduction; and length of production proved in part the hypothesis that grammatical structure influences the ability to reproduce speech-read material.

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 10755

Sequential visual memory and the limited magic of the number seven.

Ross, Bruce M.
Catholic U. of America, Center for Research in Thinking & Language
Journal of Experimental Psychology 1969, 80(2, Pt. 1), 339-347.

2 experiments report the performance of 180 congenitally deaf and 180 hearing children, who were required to retain sequentially presented series, 9 items along, composed of either 2, 3, or 4 different symbols. Results support the claim that memory span for naive Ss consists of only 4 or 5 items, not the 7 or 8 obtained with the highly practiced material and special scoring method of digit span. This shorter span was found for all randomly ordered series, and only the inclusion of certain sequential patterns in some series produced a significant increase in retained items beyond 4 or 5. As hearing Ss were clearly superior to deaf Ss in only a single 3-symbol condition, immediate memory models that require an auditory-vocal system for the storage of visual sequential information are contradicted.

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 16187

Physical characteristics of speech rhythm of deaf and normal-hearing speakers.

Hood, Richard B.; Dixon, Richard F.
U. New Mexico, Div. of Audiology
Journal of Communication Disorders 1969, 2(1), 20-28.

Speech of 22 young adult deaf males and 10 normal-hearing males was judged for speech rhythm proficiency and subjected to acoustical analyses. Deaf Ss, as compared to normals, exhibited less variation of fundamental frequency and intensity, greater total duration and average syllable duration, but the same relative variation of syllable duration. Speech rhythm proficiency was unrelated to fundamental frequency variation, somewhat related to intensity variation, and highly related to absolute duration measures.

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 06827

Aural harmonics: The tone-on-tone masking vs. the best-beat method in normal and abnormal listeners.

Clack, T. D.; Bess, F. H.
U. Michigan, Medical School, Kresge Hearing Research Inst.
Acta Oto-Laryngologica 1969, Apr, Vol. 67(4), 399-412

Describes 2 experiments which demonstrate the similarity between the harmonic and the masking threshold. In Exp. I, with 5 22-33 yr. old undergraduates, the thresholds of masking at 1 octave above the fundamental (1000 Hz.) and the 2nd harmonic thresholds were shown to be within a few db. sound level (SL) of each other in normal ears. Both techniques tend to rank the 2 ears of the same listener in a similar way. Exp. II showed that the masking thresholds of 8 sensorineural impaired patients were lower than for 8 normal-hearing undergraduates. Also, the mean masking threshold of the abnormals, 26-db SL, is within the range of harmonic thresholds, 13-30 db. SL, reported by previous investigators. Results indicate that the diagnostic information obtained by the tone-on-tone masking technique is equivalent to the harmonic thresholds measured by the best-beat method. The masking procedure is simpler and quicker than the best-beat method and more practical for clinic use. (German summary)

DOC YEAR: 1967 VOL NO: 41 ABSTRACT NO: 15646

GRAPHEMIC, PHONETIC, AND ASSOCIATIVE FACTORS IN THE VERBAL BEHAVIOR OF DEAF AND HEARING SUBJECTS.

BLANTON, RICHARD L.; NUNNALLY, JUM C.; ODOM, PENELOPE B.
VANDERBILT U.
JOURNAL OF SPEECH + HEARING RESEARCH 1967 , 10(2), 225-231.

THE PERFORMANCE OF DEAF AND HEARING HIGH SCHOOL SS WAS COMPARED ON SEVERAL TASKS DESIGNED TO RELEVANT CUES IN THE DECODING OF WORDS. DEAF SS TENDED TO USE GRAPHEMIC CUES MORE THAN HEARING SS IN 2 WORD ASSOCIATION TESTS (N = 151 AND 145 DEAF SS, AND 325 AND 327 HEARING SS). ON A WORD-PAIR RETENTION TASK (N = 62), HOWEVER, THE DEAF WERE ABLE TO REMEMBER MORE PAIRS THAN HEARING SS, REGARDLESS OF WHETHER THE PAIRS WERE RELATED ASSOCIATIVELY, GRAPHEMICALLY, OR PHONOLOGICALLY. THE ASSOCIATED PAIRS WERE REMEMBERED BEST BY ALL GROUPS. LACK OF AUDITORY-VOCAL CUES DOES NOT HINDER THE STORAGE AND RETRIEVAL OF INDIVIDUAL WORDS IN THE DEAF AND, THEREFORE, IS PROBABLY NOT A FACTOR IN THEIR LANGUAGE DEFICIENCY.

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 01435

BODY TYPE HEARING AIDS FOR UNILATERAL HEARING LOSSES.

MILLER, ALFRED L.
MILWAUKEE CHILDREN'S HOSP., WIS.
JOURNAL OF SPEECH + HEARING DISORDERS 1967 , 32(3), 268-269.

A BODY TYPE HEARING AID WAS MODIFIED TO PROVIDE SENSITIVITY AND LOCALIZATION FOR THE AFFECTED EAR IN UNILATERAL HEARING LOSS. THIS WAS A STANDARD, MODERATE GAIN, BODY-TYPE HEARING AID POSITIONED ON THE UPPER LEFT OR RIGHT QUADRANT OF THE CHEST NEAR THE SHOULDER. THE EXTERNAL RECEIVER AND A SPECIALLY VENTED, CUSTOM-FITTED EARMOLD WAS POSITIONED IN THE NORMAL EAR. THE VENTING OF THE EARMOLD PERMITTED TRANSMISSION OF NATURAL, UNAMPLIFIED AND AMPLIFIED SOUND FROM THE ENVIRONMENT. THIS VARIATION WAS USED ON 13 7-13 YR. OLD CHILDREN HAVING UNILATERAL SENSORINEURAL OR MIXED HEARING LOSSES. SUCCESS WAS REPORTED IN ALL BUT 1 CASE.

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 04712
The effect of a conventional versus a nonoccluding (CROS-type) earmold upon the frequency response of a hearing aid.
Green, David S.; Ross, Mark
New Haven Hearing & Speech Center, Conn.
Journal of Speech & Hearing Research 1968, Sep, Vol. 11(3), 638-647
Obtained sound-field Bekesy audiograms from 1 experienced hearing-impaired s wearing an ear-level hearing aid with a conventional earmold and a nonoccluding CROS-type earmold. Comparisons were made to determine the effects of the 2 different types of earmolds as well as different tubing lengths for nonoccluding CROS-type earmolds. Findings indicate that: (a) a nonoccluding CROS-type earmold alters the frequency response characteristics of a hearing aid by markedly reducing the amplification for the low frequencies, (b) the length of tubing has a minor effect compared with that caused by the nonoccluding CROS ear coupler, and (c) sound-field Bekesy audiometry is a reliable and valid tool for assessing changes in the amplifying characteristics of hearing aids.

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 07707
Teaching the deaf child to read.
Anderson, Norman O.; Laird, Roderick D.
Wyoming School for the Deaf, Casper
Audiovisual Instruction 1972 May Vol. 17(5) 19-20
Describes a mediated visual-to-print approach to teaching reading and language to the deaf.

DOC YEAR: 1972 VOL NO: 47 ABSTRACT NO: 07593
EDUCATING THE DEAF CHILD.
PFAU, GLENN S.
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.
AUDIOVISUAL INSTRUCTION 1970, SEP, VOL. 15(7), 24-29
DISCUSSES SOME OF THE DIFFERENT MACHINES USED IN TEACHING CHILDREN WITH IMPAIRED HEARING. WHEREAS SOME OF THE MACHINES WERE EXPENSIVE AND CAPABLE OF PERFORMING MANY FUNCTIONS, OTHERS WERE SIMPLE AND INEXPENSIVE. NOTING THAT SEVERAL STUDIES HAVE CONCLUDED THAT DEAF CHILDREN COULD LEARN EFFECTIVELY WHEN PRESENTED PROGRAMMED INSTRUCTION BY RELATIVELY SIMPLE DEVICES, IT IS SUGGESTED THAT EDUCATORS MUST DECIDE THE MINIMAL REQUIREMENTS OF A DEVICE AND DESIGN IT ACCORDINGLY.

DOC YEAR: 1967 VOL NO: 41 ABSTRACT NO: 03380
AN AUDIOVISUAL APPROACH TO LANGUAGE INSTRUCTION OF CHILDREN WITH SEVERE HEARING IMPAIRMENTS.
WOODEN, HARLEY Z.
NATIONAL EDUCATION ASS., WASHINGTON, D.C.
AUDIOVISUAL INSTRUCTION 1966 , 11(9), 710-712.

DOC YEAR: 1967 VOL NO: 41 ABSTRACT NO: 03368
EDUCATIONAL MEDIA IN TEACHING THE DEAF CHILD.
JACKSON, WILLIAM D.
U. TENNESSEE
AUDIOVISUAL INSTRUCTION 1966 , 11(9), 715-718.
REVIEWS NEW MEDIA AND PROGRAMS FOR THE DEAF CHILD.

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 03038
Teaching /ba/ and /pa/ to deaf children using real-time spectral displays.
Stark, Rachel E.
Johns Hopkins U., Medical School
Language & Speech 1972 Jan Vol. 15(1) 14-29

Studied the ability of 7-12 yr. old deaf children to profit from visually displayed spectral information in learning to produce ''ba'' and ''pa.'' In a school for the deaf, 8 Ss were taught these syllables by means of visual displays of speech, and 8 controls were given conventional training techniques. Ability to produce these sounds was tested before, immediately after, and 6-8 wk. after training. Performance was assessed by listener judgments and measurements of the time of onset of voicing for ''ba'' and ''pa.'' Most of the Ss were better able to say ''ba'' than ''pa'' before training. Skill in the production of ''pa'' improved with training, but skill in the production of ''ba'' did not. Ss taught by means of visual displays showed more improvement than conventionally-trained controls. This improvement was maintained through the 6-8 wk. period following training.

EJ066674 EM502890
PROJECT TEACH-MEDIA FOR DEAF CHILDREN
Cunningham, Dean Educational Resources and Techniques; 12; 1; 2-4 Spr 72

DOC YEAR: 1970 VOL NO: 44 ABSTRACT NO: 10986
Short-term memory encoding strategies of the deaf.
Locke, John L.
U. Illinois, Champaign
Psychonomic Science 1970, 18(4), 233-234.

21 deaf students, using an ABX procedure, evaluated 9 consonant letters in terms of the subjective kinesthetic similarity of their dactylic representations. Ranked data were compared to short-term memory recall errors for the same stimuli in a similar group of deaf Ss. Findings suggest that deaf Ss do not encode orthographic stimuli with a dactylo-kinesthetic system exclusively, if at all

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 09192
Implicit language and cooperation in children: Comparative study of deaf and hearing children.
Herren, Henry; Colin, Dominique
U. Nancy, Lab. of Comparative Genetic Psychology, France
Enfance 1972 Sep No. 5 325-347

Compared the cooperative behaviors of 12 pairs of hearing and of deaf boys at each of 9 age levels from 6 through 14 yr. Ss copied a picture of a house consisting of 54 elements in 5 min. The pairs were seated opposite one another, separated by a panel. The pencils were joined by a cord of such length that only by cooperation could either do any drawing. The number of elements drawn by a pair (R) was the percent of the total number of elements they produced. The extent of sharing (P) was the ratio of the number of elements produced by the least productive of the pair to the number produced by the other, and the index of sharing (IP) was * R. he task was performed twice by each pair. The deaf performed more poorly at all age levels; the retardation was about 1 yr. Analysis of variance showed that both ability to hear and age were significantly related to cooperation p = .05 nd .005, respectively). Results are discussed in relation to Piaget's views regarding socialization. The delayed progression from competition to cooperation shown by the deaf is bound to an intellectual handicap secondary to language deprivation. (16 ref.)

LANGUAGE- Fren CLASSIFICATION- 14

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 04444
An investigation of the process of speech reading in deaf adolescents.
Guilfoyle, George R.
New York U.
Dissertation Abstracts 1968, 29(2-A), 405.

DOC YEAR: 1967 VOL NO: 41 ABSTRACT NO: 04876
THE SPOKEN SYNTAX OF NORMAL, HARD-OF-HEARING, AND DEAF CHILDREN.
BRANNON, JOHN B., JR.; MURRY, THOMAS
OHIO STATE U.
JOURNAL OF SPEECH + HEARING RESEARCH 1966 , 9(4), 604-610.

A SPOKEN LANGUAGE SAMPLE OF 50 SENTENCES WAS OBTAINED FROM 30 NORMAL AND 30 HEARING-IMPAIRED CHILDREN AND QUANTIFIED ACCORDING TO TOTAL OUTPUT AND SYNTACTICAL ACCURACY. SYNTACTICAL ACCURACY COMBINED ERRORS OF ADDITION, OMISSION, SUBSTITUTION, AND WORD ORDER. THE DEAF SUBGROUP WAS SIGNIFICANTLY LOWER ON BOTH MEASURES, BUT THE HARD-OF-HEARING ONLY DIFFERED FROM THE NORMAL ON SYNTACTICAL ACCURACY.

DOC YEAR: 1970 VOL NO: 44 ABSTRACT NO: 21359
A study of sentence comprehension in hearing and deaf children.
Burroughs, Judith R.
Vanderbilt U.
Dissertation Abstracts International 1970, 30(10-B), 4806.

DOC YEAR: 1967 VOL NO: 41 ABSTRACT NO: 02438
PROBABILITY CONCEPTS IN DEAF AND HEARING CHILDREN.
ROSS, BRUCE M.
CATHOLIC U. OF AMERICA
CHILD DEVELOPMENT 1966 , 37(4), 917-927.
HEARING CHILDREN AT 5 AGES, CA 7-15, AND DEAF CHILDREN AT 3 AGES, CA 11-15, WERE COMPARED ON A 2-CHOICE PROBABILITY CONCEPT TASK. SS MADE PREDICTIONS AT VARYING UNEVEN ODDS, EVEN ODDS, AND FOR ''SURE THING'' OUTCOMES. BOTH DEAF AND HEARING IMPROVED WITH INCREASING AGE. YOUNGER DEAF WERE SLIGHTLY POORER, BUT OLDER DEAF, THOUGH STILL ''LANGUAGE DEFICIENT,'' CAUGHT UP WITH THE HEARING. ALTHOUGH ''SURE THING'' RESULTS INDICATED THAT THE OBJECTIVE ODDS WERE GENERALLY KNOWN TO SS, INCORRECT PREDICTIONS WERE NUMEROUS AT OLDER AGES. SS AT ALL AGES WERE SENSITIVE TO DIFFERENCES AMONG UNEVEN ODDS. HOWEVER, WITH INCREASING AGE, SS WERE MORE SENSITIVE TO THE SMALLER DEPARTURES FROM EVEN ODDS. OCCURRENCE OF INITIAL ALTERNATION OF PREDICTIONS DECREASED WITH INCREASING AGE BUT REMAINED SIZABLE AT OLDER AGES. IT WAS CONCLUDED THAT SS SHOW A DEVELOPMENTAL SEQUENCE IN DEALING WITH PROBABILITY SITUATIONS.

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 05931
THE RISING AUDIOMETRIC CONFIGURATION.
ROSS, MARK; MATKIN, NOEL D.
U. CONNECTICUT
JOURNAL OF SPEECH + HEARING DISORDERS 1967 , 32(4), 377-382.
DESCRIBES A CHILD WHOSE ABERRANT AUDITORY, LANGUAGE, AND SOCIAL BEHAVIOR WAS ATTRIBUTED TO A RISING THRESHOLD CONFIGURATION. THE ABILITY TO RESPOND TO FAINT SPEECH AND RELATIVELY GOOD ARTICULATION FOR HIGH-FREQUENCY PHONEMES GAVE THE IMPRESSION OF NORMAL PERIPHERAL HEARING. EFFECTIVE HABILITATION WAS DELAYED BECAUSE OF THIS ASSUMPTION. IT IS SUGGESTED THAT BEHAVIORAL PATTERNS EXHIBITED BY CHILDREN WITH INTACT HIGH-FREQUENCY HEARING ARE AS CONFUSING AS THOSE SEEN IN CHILDREN WITH GOOD RESIDUAL HEARING AT LOW FREQUENCIES. CLINICIANS SHOULD BE ALERT TO TO THE IMPLICATIONS OF THE RISING AUDIOMETRIC CONFIGURATION.

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 04713
Authoritarianism among white and black deaf adolescents: Two measures compared.
Hogan, H. Wayne
Tulane U.
Perceptual & Motor Skills 1970, Aug, Vol. 31(1), 195-200
Tested 32 white and 38 black deaf adolescents for the personality dimension of authoritarianism, using a symbolic test and the verbal Adorno F-scale. As expected, scores were in the direction of greater authoritarianism on both tests for both groups, though the symbolic measure yielded the more marked and unambiguous results. (33 ref.)

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 12078
The oral/aural procedure: Theoretical basis and rationale.
Simmons-Martin, Audrey
Washington U.
Volta Review 1972 Dec vol. 74(9) 541-551

Presents a rationale for deaf education emphasizing acquaintance with the language code, especially its auditory-vocal components. The residual hearing potential of even profoundly deaf children can be exploited through hearing aids as well as by teaching the habit of listening. It is noted that auditory stimulation should begin early, in accordance with infant learning. By knowing the language code, one is enabled to supply missing linguistic elements. The best preparation for reading and academic achievement may be overall growth in language.

EJ081284 EC051633
ERRORS IN COMPUTATION OF INCIDENCE OF HEARING LOSS IN STUDIES OF LARGE POPULATIONS
Hogan, Donald D. Mental Retardation; 11; 2; 15-17 Apr 73

Emotionally Disturbed

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 09994
The emotionally disturbed student and guidance.
Rhodes, William C.
U. Michigan
Boston, Mass.: Houghton Mifflin, 1970. ix, 69 p
Surveys conceptual trends and schools of thought concerning emotional disturbance in children. The behavioral and psychodynamic models of disturbance are presented in detail. The action implications of each model for intervention and change are described. (8 p. ref.)

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 10037
An ecological study of disruptive encounters between pupils and teachers.
Swap, Susan M.
Tufts U.
Proceedings of the 81st Annual Convention of the American Psychological Association, Montreal, Canada 1973 Vol. 8 521-522
Used an ecological perspective to investigate the potentially disruptive behaviors emitted by 2 types of emotionally disturbed children (N = 12) in an educational setting, and teachers' responses to these behaviors. ''Inadequate-immature'' children engaged in more passive nontask behaviors; ''unsocialized-psychopathic'' children engaged in more potential problem behavior overall, as well as a variety of specific behaviors. Optimum teacher interventions were found to be independent of emotional disturbance type, but effectiveness was strongly dependent upon antecedent child behavior. An analysis of classroom settings showed that nonacademic educational settings were associated with fewest disruptive behaviors.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 06966
Neurological dysfunction and childhood behavioral pathology.
Chess, Stella
New York U., Medical Center
Journal of Autism & Childhood Schizophrenia 1972 Jul Vol. 2(3) 299-311
Examined the case material of a 19-yr child psychiatry consultation practice involving 1,400 patients, 838 boys and 562 girls, ranging in age from 13 wk. to 19 yr. at the time of initial consultation. 88 neurologically damaged Ss, 60 boys and 28 girls, and matched controls were compared for presenting complaints, psychiatric diagnoses, and the special group of symptoms commonly thought to be associated with brain damage: hyperactivity, short attention span, distractibility, mood oscillation, high impulsivity, and perseveration. Perseveration was the sole symptom statistically more characteristic of the neurologically damaged Ss. Clustering of 3 or more of the special symptoms was significantly related to neurological damage; other than perseveration the presence of 1 or 2 of the special symptoms failed to distinguish the groups, while absence of all special symptoms characterized the neurologically intact controls. Clinical implications of the findings are discussed.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 07837
The effects of noise level on spelling and language accuracy for emotionally handicapped children and normal children.
Riffel, Faith B.
U. Kansas
Dissertation Abstracts International 1973 May Vol. 33(11-A) 6207-6208

Mentally Retarded

EJ054021 AA511884

NO STARS, PLEASE

Mays, Maxine Today's Education; 61; 3; 50-1 Mar 72

The author points out that many mistakenly view teaching mentally handicapped children with disdain. The teaching of the mentally handicapped is rewarding not because of results or patience but because of the children themselves. (AS)

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 04959

Learning potential of the retarded child.

Sheehy, Mary S.

Kennedy Child Study Center, Santa Monica, Calif.

Catholic Educator 1970, Vol. 40(6), 28-32

Factors in the learning potential of the retarded child include (a) capacity limitations, (b) slow rate of development, (c) lessened amount and scope of learning, and (d) different applications of what is learned. The development of cognition, language, and social and emotional efficiency in light of the factors in the learning potential suggests teacher attention to (a) uncomplicated learning situations, (b) emphasis on concrete aspects, (c) repetition for the sake of experience, and (d) clearly structured procedures. The retarded child is capable of learning and interpreting attitudes of others towards him, and these appreciations affect his learning ability.

ED015595# PC001023

HANDBOOK OF MENTAL DEFICIENCY, PSYCHOLOGICAL THEORY AND RESEARCH. MCGRAW-HILL SERIES IN PSYCHOLOGY.

ELLIS, NORMAN R.

Pub Date 63

DOCUMENT NOT AVAILABLE FROM EDRS.

THE CONTRIBUTIONS OF 21 AUTHORS IN THIS VOLUME ARE DEVOTED TO ASSESSING THE STATUS OF RESEARCH AND THEORY IN MENTAL DEFICIENCY, FOCUSING ATTENTION ON THE BEHAVIOR OF THE MENTALLY HANDICAPPED. PART ONE IS CONCERNED WITH RESEARCH FINDINGS AND THEORIES TO EXPLAIN MENTAL DEFICIENCY. COMPREHENSIVE PSYCHOLOGICAL THEORIES REPRESENTED INCLUDE FIELD THEORY, A SOCIAL LEARNING APPROACH, THE HULL-SPENCE BEHAVIOR THEORY, AND THE SOCIAL PSYCHOLOGIES OF MENTAL DEFICIENCY. OTHER ARTICLES DISCUSS THE STIMULUS TRACE MECHANISM AND ITS EFFECT ON MEMORY, THE ROLE OF ATTENTION IN INTERPRETING EVIDENCE ON RETARDATE LEARNING, THE CONCEPT OF INTELLIGENCE AND ITS RELATION TO BRAIN DAMAGE, AND THE RELEVANCE OF GENETICS TO A CONSIDERATION OF HUMAN INTELLIGENCE. THE APPLICATION OF PIAGET'S THEORY TO MENTAL DEFICIENCY RESEARCH AND STUDIES IN THE SOVIET UNION ARE ALSO DISCUSSED. PART TWO PRESENTS EMPIRICAL FINDINGS CONCERNED WITH MENTAL DEFICIENCY. SEVERAL PAPERS DEAL WITH ASPECTS OF LEARNING--CLASSICAL CONDITIONING, PERCEPTUAL-MOTOR SKILLS, DISCRIMINATION, VERBAL PROBLEM SOLVING AND CONCEPTUAL BEHAVIOR, LANGUAGE AND COMMUNICATION, AND ACADEMIC SKILLS. THERE ARE ALSO DISCUSSIONS OF RESEARCH INVESTIGATING PSYCHOPHYSIOLOGICAL ASPECTS, SENSORY AND PERCEPTUAL PROCESSES, ACTIVITY LEVEL AND MOTOR SKILLS OF MENTAL DEFICIENCY. REFERENCES PROVIDED FOR CHAPTERS TOTAL APPROXIMATELY 1500. THIS DOCUMENT WAS PUBLISHED BY MCGRAW-HILL BOOK COMPANY, INC., NEW YORK, NEW YORK, AND IS AVAILABLE FOR $15.50. (MB)

ED021379# EC002630

EDUCATING THE CHILD WHO IS DIFFERENT.

Egg, Maria

Pub Date 25 Apr 66 Note-192p.

Available from-The John Day Company, Inc., 62 West 45th Street, New York, New York 10036 ($4.50).

Document Not Available from EDRS.

Intended for both parents and teachers, the book discusses the education of mentally retarded children. Part 1 considers the relationship of the teacher to the retarded child and his family, how educators can help parents, the importance of cooperation between parents and teachers, characteristics of moderately retarded children, and the question of placement in residential or day schools. Part 2, after discussing whether the school should educate or train, how the children are to be taught, and what they should learn, deals with the following curriculum areas: play, music and rhythm, drawing and painting, manual arts, number concepts and calculating, reading, and writing. Special attention is given to the wisdom of teaching academic skills, the learning environment, and religious education. (DF)

ED024202 24 EC003248

FACTORS INFLUENCING LEARNING AND PROBLEM SOLVING BEHAVIOR IN THE MENTALLY RETARDED. FINAL REPORT.

Jensen, Kai

Wisconsin Univ., Madison.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.-P-1440 Bureau No.-BR-5-0653

Contract-OEC-2-10-045

Pub Date Feb 68 Note-169p.

EDRS Price MF-$0.65 HC-$6.58

Simple and complex learning and problem solving situations were employed with mentally retarded children and adults. In the Rotation-Discrimination Complex and the Size-Discrimination Simple experiments, upper and lower test achievement subgroups were subjected to two basic types of visual discrimination at different levels of task complexity. Significant improvement in differentiation by the posterior intrinsic system was achieved by training retardates with a mental age of at least 5 1/2 years. Both groups solved a simple problem but with no improvement in differentiation. The function of intention was inefficient on both problems for both groups. On the Distance-Discrimination Complex boys did significantly worse than girls at the more difficult position. Distance perception was maturational and related to mental rather than chronological age. Incorrect responses were made with reference to a rigid, orderly space of parallels and perpendiculars. On the Hypothesis-Discrimination Complex the subjects were confronted with experimental situations in which they could choose either of two equally valid hypotheses, and when a choice was made, conditions were changed to bring about a switch to the other. Difficulty in shifting was associated with older chronological age. (Author/SW)

ED0141648 EC000461

A HISTORY OF THE CARE AND STUDY OF THE MENTALLY RETARDED.

KANNER, LEO

Pub Date 64

DOCUMENT NOT AVAILABLE FROM EDRS.

THE HISTORY AND CARE OF THE MENTALLY RETARDED IS TRACED FROM ANTIQUITY TO THE PRESENT. A REVIEW OF MEN WHO ORIGINATED EDUCATIONAL AND INSTITUTIONAL WORK WITH THE FEEBLEMINDED INCLUDES JACOB PEREIRE, JEAN ITARD, JOHANN GUGGENBUEHL, EDOUARD SEGUIN, AND SAMUEL HOWE. PUBLICATIONS BY AND ABOUT THESE MEN ARE LISTED. THE DEVELOPMENT OF INSTITUTIONS IS TRACED CHRONOLOGICALLY FOR THE COUNTRIES OF FRANCE, GERMANY, GREAT BRITAIN, NETHERLANDS, SWITZERLAND, SCANDINAVIA, AUSTRIA AND HUNGARY, EASTERN EUROPE, THE UNITED STATES OF AMERICA, CANADA, BELGIUM, ITALY, AND JAPAN. ORIGIN AND DEVELOPMENT OF FOUR EARLY MENTAL DEFICIENCY PERIODICALS IS TRACED. THE BREAKDOWN OF IDIOCY INTO ENDEMIC CRETINISM AND MONGOLISM, AND THE DEPARTURE FROM THE NOTION OF HOMOGENEITY TO THE EMERGENCE OF ETIOLOGICAL CLASSIFICATIONS ARE REVIEWED. DESCRIPTIONS OF THE BEGINNING OF SPECIAL CLASSES IN PUBLIC SCHOOLS, THE DEVELOPMENT OF AN INTELLIGENCE TEST BY ALFRED BINET AND THEODORE SIMON, EFFORTS TO IMPROVE THE HUMAN SPECIES (EUGENICS), AND NEW TRENDS IN CARE AND STUDY OF THE MENTALLY RETARDED ARE GIVEN. REFERENCE LISTS CITE 310 SOURCES. THIS DOCUMENT WAS PUBLISHED BY CHARLES C THOMAS, SPRINGFIELD, ILL., $6.50. (JZ)

EJ012192 EC500820

THE MENTALLY RETARDED CHILD: A PSYCHOLOGICAL AND CHILD-CARE APPROACH

Wilkerson, D. C. Ment Retardation; 7; 6; 17-9 69 Dec

ED031854 24 EC004221

SUCCESS AND FAILURE AS DETERMINANTS OF GOAL-SETTING BEHAVIOR IN MENTALLY RETARDED AND NORMAL CHILDREN. FINAL REPORT.

Gruen, Gerald E.; O'Donnell, Sheila A.

Purdue Univ., Lafayette, Ind.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.-BR-7-E-213

Grant-OEG-0-8-070213-3699

Pub Date 15 May 69 Note-19p.

EDRS Price MF-$0.65 HC-$3.29

To test the hypothesis that experimentally-induced success and failure experiences would differentially affect mentally retarded and normal children, 24 educable mentally retarded children and their matched mental age (MA) and chronological age (CA) controls were given six trials on a verbal 5-item vocabulary task. The subjects (Ss) were given, in counter-balanced design, three success trials (simple words) and three failure trials (difficult words). All Ss gave a prediction of performance estimate for each trial. The retarded Ss and their MA controls set higher estimates across trials than the older CA controls. The retarded Ss also set higher initial estimates. Results were interpreted as being contrary to the hypothesis that retardates have had a greater history of failure experiences resulting in lower generalized expectancy of success. (Author/RJ)

EJ068262 EC050559

FROM THE R. CENTERS: RESEARCH LEADING TO CLASSROOM TECHNIQUES

Robbins, Lynn S.; Soeffing, Marylane Education and Training of the Mentally Retarded; 7; 2; 107-12 Apr 72

Interviews with project directors of various research and development centers provide information on programs intended to give teachers practical help in teaching mentally retarded children. (GW)

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 11646

Why retarded children do not perform up to the level of their ability.

Zigler, Edward

Yale U.

In R. M. Allen, A. D. Cortazzo, & R. P. Toister (Eds.), Theories of cognitive development: Implications for the mentally retarded. Coral Gables, Fla.: U. Miami Press, 1973. 160 p

Reviews literature on retarded children's failure to behave less adequately than their MAs would indicate. Results of extensive investigations are presented which suggest motivational and emotional, rather than cognitive causes. It is theorized that retarded children show an atypically high degree of outer-directedness and distractability, as opposed to willingness to employ their own cognitive resources, because of excessive experience with previous problem-solving failures. (39 ref.)

ED017097 EC000960

THE EDUCABLE MENTALLY RETARDED CHILD IN THE ELEMENTARY SCHOOL. WHAT RESEARCH SAYS TO THE TEACHER SERIES.

GOLDSTEIN, HERBERT

Report No.-DCT-WRS-SER-NO-25

Pub Date 62 Note-36P.

EDRS PRICE MF-$0.65 HC NOT AVAILABLE FROM EDRS.

THIS PAMPHLET SUGGESTS HOW RESEARCH FINDINGS MAY HELP THE TRADITIONAL PUBLIC ELEMENTARY SCHOOL CLASSROOM IN RECOGNIZING AND MEETING THE NEEDS OF THE EDUCABLE MENTALLY RETARDED CHILD WHEN NO SPECIAL CLASS PROVISIONS EXIST. CHARACTERISTICS OF THE MENTALLY RETARDED CHILD, IQ CLASSIFICATION LIMITS, PLACEMENT DECISIONS, OTHER SERVICES, PROGRAM CHANGES, AND BOTH THE CHILD'S AND THE TEACHER'S PROBLEMS ARE DISCUSSED. A 24-ITEM BIBLIOGRAPHY IS INCLUDED. THIS DOCUMENT WAS PUBLISHED BY THE NATIONAL EDUCATION ASSOCIATION, 1201 16TH STREET, N.W ., WASHINGTON, D.C. 20036, AND IS AVAILABLE FOR $0.25. (RJ)

EJ051880 EC041030

TRENDS IN LEARNING RESEARCH WITH THE MENTALLY RETARDED

Gardner, James M.; Selinger, Stanley American Journal of Mental Deficiency; 75; 6; 733-8 May 71

Reliability and validity of the methods used to obtain articles in the literature search were established, and trends in learning research with the retarded were noted. (KW)

EJ051933 EC041085

MENTAL RETARDATION RESEARCH: WHERE DO I SEND IT?

Gardner, James J. Mental Retardation; 9; 6; 12-3 Dec 71

Objections to double-publishing (publishing the same or similar articles in two different journals) are reviewed and several alternatives suggested which permit a researcher to communicate his findings to related fields without double-publishing. (KW)

ED075456# TM002533

EVALUATING ACHIEVEMENT OF THE MENTALLY RETARDED: A COMPREHENSIVE PROCESS.

Shotick, Andrew L.

Pub Date 8 Dec 72 Note-11p.; Paper presented at Session I of Southeastern Conference on Measurement in Education (11th, Athens, Georgia, December 8, 1972)

Available from-Not available separately; see TM 002 526

Document Not Available from EDRS.

Several factors should be considered in using standardized tests to measure achievement in the mentally retarded. Who should be included in the normative sample is a first consideration; this depends on the definition of mentally retarded being used. For achievement purposes the mentally retarded probably differ from one another as much as they do from the non-retarded. Some researchers have often reported significant correlations between some tests used to predict achievement and the actual level of academic performance of mental retardates. But other studies have shown that many non-intellect factors account for most of the variance in academic achievement. Therefore it is suggested that achievement test results should be used with caution in predicting future achievement for a mental retardate. Standardized achievement tests sample attainment across a hierarchy of difficulty; the assumption is made that the response to particular items adequately samples the subject's total response capability. But special education classes often emphasize activities other than academic achievement, may work in teacher-constructed units representing a lateral rather than vertical level of learning, and emphasize remediation, another example of lateral achievement that an achievement test may not show. (For related documents, see TM 002 526-532, 534-541.) (KM)

ED015591# EC000854

TEACHING THE EDUCABLE MENTALLY RETARDED. PRACTICAL METHODS.

GARTON, MALINDA DEAN
Pub Date 64

THIS VOLUME ADDRESSES ITSELF DIRECTLY TO PROBLEMS RELATED WITH TEACHING THE EDUCABLE MENTALLY RETARDED, AND CONTAINS NON-TECHNICAL INFORMATION, SUGGESTIONS, EXAMPLES, AND METHODS OF TEACHING FROM THE PREREADINESS STAGE TO THE PREVOCATIONAL AREAS. THE CONTENTS WHICH ARE DIRECTED TO PARENTS, TEACHERS, AND OTHER WORKERS DISCUSS CHARACTERISTICS OF THE EDUCABLE MENTALLY RETARDED, OBJECTIVES IN EDUCATION, CURRICULUM SUGGESTIONS, AND METHODS FOR IMPLEMENTING THE SUGGESTIONS. CHAPTER ONE IS DEVOTED TO OBJECTIVES FOR THE EDUCABLE MENTALLY RETARDED INCLUDING PURPOSES AND PROMOTION OF A PROGRAM AND A DISCUSSION OF PHYSICAL AND MENTAL HEALTH. IN CHAPTER TWO, CHARACTERISITICS OF THE EDUCABLE MENTALLY RETARDED, DEFINITION, ETIOLOGY, HISTORY, AND DISCOVERY OF THE CHILD ARE DISCUSSED. TEACHING TECHNIQUES AND GENERAL EXPERIENCES ARE THE TOPICS OF CHAPTER THREE WITH REFERENCE TO DISCIPLINE AND TEACHER-PARENT RELATIONSHIPS. CHAPTERS FOUR AND FIVE CONTAIN AN ANALYSIS OF THE CURRICULUM, UNITS OF WORK AT VARIOUS LEVELS, AND RELATED PROBLEMS ENCOUNTERED BY TEACHERS AND STUDENTS. CHAPTERS SIX THROUGH THIRTEEN DEAL WITH THE PRESENTATION OF VARIOUS SUBJECT MATTER AND SENSORY TRAINING TO THE EDUCABLE RETARDED INCLUDING WRITING, SPELLING, MUSIC, ARTS AND CRAFTS, ARITHMETIC, AND AUDIO-VISUAL TRAINING. A SUMMARY AND REFERENCES FOLLOW EACH CHAPTER. THIS DOCUMENT WAS PUBLISHED BY CHARLES C THOMAS, SPRINGFIELD, ILLINOIS. $8.50. (MU)

ED070233 40 EC050500

AN INVESTIGATION OF FACTORS INFLUENCING LEARNING IN THE MENTALLY RETARDED AND THEIR USE IN THE DESIGN OF INSTRUCTIONAL MATERIALS. FINAL REPORT.

Merryman, Sandra; Seitz, Sue
Austin State School, Tex.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-7-0185
Grant—OEG-0-8-070185-1750
Pub Date Aug 72 Note—37p.

Reviewed was a 4 year project in which factors influencing learning in the mentally retarded were investigated by means of comparative studies on guided or prompted learning (P) and confirmation or trial and error learning (C). Previous research on P and C was summarized briefly. Examined were seven paradigmatic studies from the project which failed to show a clear superiority of either P or C. Reported was a subsequently applied study in which Ss were taught basic arithmetic skills under the following training conditions: all P, all C, P followed by C, C followed by P, and alternation of P and C. Data showed a lack of large differences in the effectiveness of various training conditions, all of which were thought to have contributed to an increased rate of learning for pupils. Practical implications for teachers of the mentally retarded were drawn in relation to pace of presentation, set for long retention interval, verbalization, intervening tests, expectancy of success, importance of particular rewards to the learner, interference resulting from similarity within the task, training method as a means of distinguishing tasks, diagnostic nature of training materials, and learner ability. (GW)

ED027654 EC002926

AN EXPLORATION OF CLASSROOM PROCEDURES FOR TEACHING TRAINABLE MENTALLY RETARDED CHILDREN. CEC RESEARCH MONOGRAPH, SERIES A, NUMBER 2.

Hudson, Margaret

Council for Exceptional Children, Washington, D.C.; George Peabody Coll. for Teachers, Nashville, Tenn.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Contract-OEC-SAE-6462

Pub Date 60 Note-78p.

EDRS Price MF-$0.65 HC-$3.29

To investigate teaching techniques with trainable mentally retarded children, 29 day classes were visited twice; 100-minute observation periods were recorded on tape at each visit. Eight major areas of teaching methods were found: feeling tone, guidance and reinforcement, individual and group control, involvement of children in lesson, motivation, nonverbal teaching, structure of the teaching situation, and teacher centered behavior. Conclusions were that teachers spent a large proportion of time in attempting to get responses from children, acknowledging and encouraging responses, and explaining concepts and activities; nonverbal techniques were greatly used. Indications were that better teaching occurred in smaller groups which had fewer brain injured children and children who were more similar in IQ and closer in age. Of 15 major lesson categories, language development received the most emphasis while practical arts received the least. Teachers did individualize instruction but tended to work with one child only or the whole class. A teacher competency checklist and categories of lessons covering arithmetic, arts and crafts, dramatization, health and safety, language development, music, occupational education, practical arts, motor development, socialization, science, self help, social studies, sensory training, and mental development are included. (DF)

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 07433

Language intervention with the retarded: Developing strategies.

McLean, James E.; Yoder, David E.; Schiefelbusch, Richard L.

U. Kansas, Bureau of Child Research

Baltimore, Md.: University Park Press, 1972. x, 270 p. 11.50

Presents an analytic approach to programing for speech development among the retarded using psycholinguistic tenets and operant conditioning approaches to instructional problems. Language acquisition by normal children is analyzed, methods for identifying the nature of speech and language disorders are suggested, and programs for clinical treatment are presented.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 01794

Teaching classification skills to handicapped children.

Gruenewald, Lee J.

U. Wisconsin

Dissertation Abstracts International 1973 Feb Vol. 33(8-A) 4206

ED029424 EC003898

AN EXPERIMENTAL CURRICULUM GUIDE FOR TEACHERS OF THE TRAINABLE MENTALLY RETARDED.

Southeast Regional Special Education Service Center, Downey, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date .68. Note-88p.

EDRS Price MF-$0.65 HC-$3.29

An experimental curriculum guide for the trainable mentally retarded of all ages utilizes activities sequenced in order of difficulty. The unit on self understanding and self care treats physical self and personal care; the communication unit covers language development and observational and listening skills; the social competence unit considers self discipline, social amenities, respect for other people and property, and eating habits. Also included are units on health and personal and group safety; and on sensory and gross and fine motor skills. Further units are on quantitative concepts, with number concepts and practical application; practical skills, with homemaking, shop, custodial, and outdoor skills; and recreational skills with self motivation and leisure time. In all units, objectives are listed with techniques and activities suggested and materials and references provided. (SN)

ED028561 EC003621

A MANUAL FOR PARENTS AND TEACHERS OF SEVERELY AND MODERATELY RETARDED CHILDREN. IMRID PAPERS AND REPORTS, VOLUME V, NUMBER 22.

Larsen, Lawrence A.; Bricker, William A.

George Peabody Coll. for Teachers, Nashville, Tenn. Inst. on Mental Retardation and Intellectual Development.

Pub Date 68 Note-146p.

Available from-IMRID, Box 163, George Peabody College, Nashville, Tennessee 37203 ($0.50).

EDRS Price MF-$0.65 HC-$6.58

Designed for both parents and teachers, the handbook presents methods for educating the moderately and severely retarded child. Those methods include measuring progress, rewarding and punishing, ways of using rewards and punishers, ways of giving positive reinforcers and punishers, withholding reinforcers (extinction), letting the child reward himself, spacing giving reinforcers, shaping behavior in small steps, using signals, and building control. Twenty-three activities are next presented, each with a task definition, pretest, and suggested education program. These activities include sitting quietly; building puzzles; coloring; playing with toys, balls, and wagons; toilet training; eating correctly; putting on a pullover shirt, pants, and socks; buttoning buttons; tying shoe laces; brushing teeth; washing; imitating movements, mouth movements, sounds, and words; understanding words and the names of colors; naming objects, actions, and colors; and talking in sentences. Appendixes include materials needed for the activities, suggested reinforcers, sample forms for pre- and posttest, glossary, and applications to blind and deaf children. (LE)

ED032686 EC004481

LEARNING AND RETENTION: A COMPARISON OF THREE METHODOLOGIES WITH MENTALLY RETARDED AND NORMAL CHILDREN.

Stinnett, Ray D.; Prehm, Herbert J.

Oregon Univ., Eugene. School of Education.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.-BR-7-I-103

Grant-OEG-9-8-071103-0115-010

Pub Date Apr 69 Note-60p.

EDRS Price MF-$0.65 HC-$3.29

Rote learning and retention performance was studied as a function of method used in original learning and as a function of intellectual level. Sixty educable mentally retarded and 60 mentally normal junior high school students were randomly selected and assigned to one of three treatment groups, each learning to a different criterion, for each intellectual category in order to learn a paired associate task. Retention was assessed by immediate recall scores, 24 hour recall scores, and relearning scores following the 24 hour interval. A 2x3 complete factorial analysis of covariance was performed for the following dependent variables: original learning; relearning; and 24 hour recall. Immediate recall was assessed utilizing a 2x3 complete analysis of the variance procedure. The results of the investigation indicated inferior learning performance and a 24 hour retention deficit for retarded subjects; and amelioration by overlearning of retention deficits in the retarded subjects. In addition, the results in the area of rote learning and retention comparing mentally retarded and normal subjects were found to be method dependent. (Author/JD)

ED022314# EC002751

CLINICAL TEACHING: METHODS OF INSTRUCTION FOR THE RETARDED.

Smith, Robert M.

Pub Date 68 Note-292p.

Available from-McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036.

Directed to teachers of the mentally retarded, the text emphasizes clinical teaching which is based on testing for and identifying each child's weaknesses and strengths, and then formulating an educational program. Aspects covered include the following: the status of professional awareness in the education of the mentally retarded, the nature of cognitive development, assessing individual differences, primary methodological concerns, and perceptual motor development as the foundation for subsequent learning. Also considered are developing areas of communication, instruction in reading and in arithmetic, developing personal and social skills, preparation for gainful employment, adult education for the mentally retarded and their parents, and elements of organization and administration. Several tables present information; references follow each chapter. (LE)

ED025885 40 EC003475

PREDICTORS OF ACHIEVEMENT FOR EDUCABLE MENTALLY RETARDED CHILDREN. FINAL REPORT.

Bonfield, John R.
Pennsylvania State Univ., University Park.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.-BR-8-2082
Grant-OEG-0-8-082082-3593(032)
Pub Date Sep 68 Note-136p.
EDRS Price MF-$0.65 HC-$6.58

A study of institutionalized educable mentally handicapped children (EMR's aged 6-7 to 12-6) was designed to evaluate the use of subtest combinations and learning tasks as predictors of achievement compared to single individual and group tests. Fifty-one subjects received a pretest battery of six individual tests, one group test, three learning tasks, and the criterion achievement measures of three subtests from the Wide Range Achievement Test (WRAT) and the New York Achievement Test (NYAT). After 7 months the learning tasks, WRAT, and NYAT were readministered. Results indicated that overall achievement of young institutionalized EMR's will be predicted with higher validity both by a combination of the Auditory-Vocal Association and Auditory-Vocal Automatic subtests from the Illinois Test of Psycholinguistic Abilities, the Picture Vocabulary subtest from the Pictorial Test of Intelligence, and the Number Facility and Perceptual Speed subtest from the Primary Mental Abilities Test (correlation coefficient=.779), and by a regression equation developed from a multiple regression analysis of selected subtests than by any single individual or group test. The better predictors of achievement for the oldest group were subtests which can be administered to groups; individually administered tests were better predictors at younger ages. (RP)

ED042309 40 EC006161

FACTORS RELATED TO THE SPEECH-HEARING OF CHILDREN OF BELOW NORMAL INTELLIGENCE. FINAL REPORT.

Siegenthaler, Bruce M.
Pennsylvania State Univ., University Park.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Bureau No.-BR-8-0426
Grant-OEG-08080426-4586-032
Pub Date Jan 70 Note-137p.
EDRS Price MF-$0.65 HC-$6.58

Tests were administered to 209 educable mentally handicapped children (mean age 10.8, mean IQ 77) to determine factors related to speech hearing. Results indicated that mental age, intelligence quotient, physiological age, institutionalization, and organic bases for retardation were not significantly related either to speech reception threshold or to speech discrimination test scores. However, chronological age was related to test performance. Also, the threshold and the discrimination by the Identification of Pictures tests were found both reliable and useful with the educable retarded subjects. (Author/JD)

EJ056010 EC041682

ASSESSING AND INCREASING DESCRIPTIVE COMMUNICATION SKILLS IN RETARDED CHILDREN

Longhurst, Thomas M. Mental Retardation; 10; 2; 42-5 Apr 72

The purpose of the paper was to review the impact of recent developments in research methodology with specific reference to the assessment and habilitation of communication problems in retarded children. (Author)

ED025883 40 EC003365

INFLUENCES OF AN ADVANCE ORGANIZER ON THE VERBAL LEARNING AND RETENTION OF EDUCABLE MENTAL RETARDATES; A COMPARISON OF EDUCABLE MENTALLY RETARDED AND INTELLECTUALLY NORMAL PERFORMANCES. FINAL REPORT.

Neisworth, John T.; And Others
Delaware Univ., Newark.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-6-2122
Grant—OEG-1-6-06122-1570
Pub Date 31 Aug 68 Note—105p.
EDRS Price MF-$0.65 HC-$6.58

Two introductory passages, one regular passage, and one experimental advance organizer passage developed to facilitate initial learning were assigned to normal and retarded children. The subjects were 184 normal 8-year-olds (controls' mean IQ 118.00, organizers' 118.80) and 184 educable mentally retarded 15-year-olds (EMR controls' mean IQ 74.85, organizers' 76.06). No student had a reading level below 3.5 and the means for all groups exceeded 4.0 grade equivalents. All then studied a learning passage and responded to an achievement test which was readministered 2 weeks later. Normal organizer exceeded normal control performances on both immediate and delayed retention measures (p.05) but no significant differences between EMR organizer and control groups were found on either retention measure. It was speculated that the EMR-normal differences other than reading achievement and mental age were responsible for the differential utility of the advance organizer. Instructional practice in EMR classes, emphasizing concrete to abstract and specific to general subject matter sequencing, was suggested as antagonistic to advance organizer strategy and possibly responsible for the results. (Author/JD)

EJ000864 EC500082

SOME PROBLEMS OF AND PROSPECTS FOR RESEARCH IN MENTAL RETARDATION

Smith, Robert M.; Neisworth, John T. Ment Retard; 7; 1; 25-8 69 Feb

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 10728
The relationship between teacher expectation of academic achievement and current school achievement of educable mentally retarded pupils in special classes.
Heintz, Paul
Columbia U.
Dissertation Abstracts International 1970, Oct, Vol. 31(4-A), 1687.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 12099
Trends in self-concept of ability over 2 years of special-class placement.
Schurr, K. Terry; Towne, Richard C.; Joiner, Lee M.
Ball State U.
Journal of Special Education 1972 Sum Vol. 6(2) 161-166
Verbally administered the Michigan State University Self Concept of Academic Ability Scale to 62 educable retarded Ss on 2 occasions prior to placement in special classes and 4 times during the 1st yr. in the special class. In Stage 2 of the experiment, Ss were interviewed 4 times and other variations were made in the study. Results show that Ss' self concept did not decrease with special class placement but increased during both study years. 7 students reassigned to regular classes showed a decrease in self concept. Reasons for the lack of academic achievement often shown by special class students are discussed. (29 ref.)

ED025052 56 EC001975
FURTHER DEVELOPMENT, COMPARISON AND EVALUATION OF PROGRAMED INSTRUCTION FOR RETARDED CHILDREN. FINAL REPORT.
Malpass, Leslie F.; And Others
University of South Florida, Tampa.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.-BR-5-0667
Grant-OEG-7-19-0315-291
Pub Date Aug 67 Note-75p.

Three hundred words were programed for presentation by teaching machine or by workbook to mentally handicapped, nonreading subjects selected from the public school system (69 subjects) and from an institution (30 subjects). Both groups were matched on chronological age, mental age, programed words known, Gray Oral Reading Test (raw score) and a paragraph reading test score. One group received instruction by teaching machine, one by programed workbook, and one by conventional classroom methods. Administration required approximately 20 hours over a 5-month period. Measures of gain and retention included programed words known, the Gray Oral Reading Test, spelling words known, and a paragraph reading test administered post-instruction and at 30- and 60-day intervals. Statistical analysis revealed both the institutional and public school groups scored significantly higher than the classroom group on the measures of programed words learned (p=.05 and .01 respectively) and on the paragraph reading test (p=.01 for both). Retention remained significantly high (p=.01) for the public school group but was not demonstrated for the institutional group. The technique was not effective for teaching spelling and in most cases scores on the Gray Oral Reading Test were not sifnificantly different among the groups. (Author/RS)

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 07638
Language comprehension in the moderately retarded child.
Bartel, Nettie R.; Bryen, Diane; Keehn, Susan
Temple U.
Exceptional Children 1973 Feb Vol. 39(5) 375-382

Administered the Carrow Auditory Test of Linguistic Comprehension to retarded trainable pupils attending public school special education classes. Results suggest that the Carrow test can provide useful information concerning the language comprehension development of trainable retarded children. Results further demonstrate systematic language growth in children with IQ's as low as 20 and 30. Retarded Ss acquired mastery of vocabulary items and aspects of morphology and syntax. When matched on MA, the retarded Ss' use of lexical items did not differ from nonretarded Ss' to a great extent; however, retarded Ss' use of grammatical categories was inferior to that of nonretarded Ss. (27 ref.)

ED035149 40 EC004826
A LANGUAGE DEVELOPMENT PROGRAM FOR MENTALLY RETARDED CHILDREN, VOLUME I. FINAL REPORT.
Guess, Doug; And Others
Kansas Neurological Inst., Topeka.; Kansas Univ., Lawrence.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.
Bureau No.-BR-7-0815
Grant-OEG-0-8-070815-0216(032)
Pub Date Aug 69 Note-61p.
EDRS Price MF-$0.65 HC-$3.29

The utilization of non-professional personnel as language teachers was investigated using forty residents and an equal number of controls who were matched on the variables of CA, IQ, and Language Age (mean CA 13.28 and mean IQ 33). Two former psychiatric aids were trained as language developmentalists by classroom experiences, informal discussions and reading material pertinent to language acquisition. The language aids were provided with appropriate language development materials and supervised by a speech pathologist. A token reinforcement system was used in all classes. Results showed the children attending language classes made significantly greater raw score gains in the Illinois Test of Psycholinguistic Abilities than did the control group (CG) over the 18 month period. Significantly greater gains in IQ scores were made by the Language Training Group; their mean pre to post IQ score gains were 3.64 points compared to .22 points for the controls. Results suggested greater use of nonprofessional persons in the education of retarded children, while utilizing professionals as consultants. Lesson plans for this project can be found in EC 004 827. (Author/WW)

DOC YEAR: 1972 VOL NO: 47 ABSTRACT NO: 01614
MENTAL RETARDATION AS A FUNCTION OF RACE, SEX AND SOCIAL ECONOMIC STATUS.
CHENAULT, JONAS
MICHIGAN STATE U.
DISSERTATION ABSTRACTS INTERNATIONAL 1971, JUL, VOL. 32(1-A), 271.

ED021372 48 EC002435
ANALYSIS OF TEACHER-PUPIL VERBAL INTERACTION PATTERNS IN CLASSES FOR THE MENTALLY RETARDED. STUDIES IN LANGUAGE AND LANGUAGE BEHAVIOR, PROGRESS REPORT NUMBER IV.
Semmel, Melvyn I.; And Others
Michigan Univ., Ann Arbor. Center for Research on Language and Language Behavior.
Bureau No.-BR-6-1784
Contract-OEC-3-6-061784-0508
Pub Date 67 Note-14p.

Flanders' Interaction Analysis, which classifies verbal interaction into 10 categories, was used to compare two groups consisting of seven trainable mentally retarded (TMR) classrooms each. The sample was selected from the extremes of a population of 87 TMR classrooms on the basis of their teachers' high (tending to flexibility and harmony) or low (tending to rigidity and autocracy) scores on the Minnesota Teacher Attitude Inventory (MTAI). Trained observers visited each class for 2 hours and recorded the verbal interaction used more questions (p<.01) and had more student response (p<.05); low MTAI teachers used more lecture and criticism (p<.05) and had more student initiated talk (p<.01). Teacher attitudes and measures of accepting feeling, praise, using ideas, and giving directions were not significant. Results did not yield unqualified support for the hypothesis that teachers' verbal behavior in the classroom can be predicted from MTAI scores because the stratification of teachers by MTAI scores indicated bias in the amount of teaching experience (the high subgroup had fewer years of teaching experience). A histogram compares the data with data from an earlier study using educable mentally retarded and normal subjects. Five tables and 16 references are provided. (AA)

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 10047
Verbal elaboration and the promotion of transfer of training in educable mentally retarded children.
Turnure, James E.; Thurlow, Martha L.
U. Minnesota
Journal of Experimental Child Psychology 1973 Feb Vol. 15(1) 137-148

Tested the ability of 23 educable retarded children (mean CA = 9 yr.) to transfer verbal elaboration techniques to a standard paired-associate task following 1, 2, or no elaboration experiences. An additional 18 Ss were tested in 2 outside control conditions which were used to identify the effects of reversal experience on acquisition and transfer. Since analyses revealed no differences in performance attributable to reversal experience, the 2 outside control conditions were combined with the appropriate experimental conditions for further statistical analyses. Relative to the performance of Ss not receiving elaboration experience, those receiving 1 elaboration experience showed little evidence of transfer while those receiving 2 experiences revealed quite clear transfer performance. The relevance of these findings to previous failures to find transfer and their implications for educational practice are discussed. (25 ref.)

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 11482
Verbal imitation in retardates: Follow-up.
Forehand, Rex; Calhoun, Karen
U. Georgia
Perceptual & Motor Skills 1973 Feb Vol. 36(1) 74
Examined the acceptance and recall of a model's verbal behavior by noninstitutionalized retardates who emitted either primarily mimical n = 7) r primarily conceptual n = 7) esponses. Results suggest that mimical Ss not only repeat the model's exact verbalizations but also accept the model's words as their own. Conceptual Ss emitted words of their own choosing. The 2 groups did not differ significantly in recall of the model's responses.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 03262
Word frequency and pronunciation and the verbal-discrimination learning of nonretarded and retarded children.
Libkuman, Terry M.
Central Michigan U.
American Journal of Mental Deficiency 1972 Nov Vol. 77(3) 322-327
Tested an extended version of frequency theory using a sample of 64 retarded and 64 nonretarded children matched for average MA of 9 yr. Predictions were based on the variables of pronunciation and word frequency as applied in a verbal discrimination task. Frequency theory suggests that increasing word frequency would decrease the retarded child's performance relative to nonretarded children and that pronunciation would have no differential effect. In addition, the validity of a rehearsal and incidental learning deficit in the retarded child was assessed using an associative matching task. Results provide some support for frequency theory in that pronunciation had no differential effect upon intelligence. However, the Frequency * Intelligence interaction failed to support frequency theory: increasing word frequency had an equally adverse effect on both nonretarded and retarded Ss. No support for a rehearsal or incidental learning deficit in the retarded child was found. (17 ref.)

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 03297
Contextual constraints beyond a sentence on cloze responses of mentally retarded children.
Ramanauskas, Sigita
U. Connecticut, School of Education
American Journal of Mental Deficiency 1972 Nov Vol. 77(3) 338-345
Gave 2 cloze tasks constructed from 2nd grade readers to 58 educable mentally retarded junior high school students. One task consisted of selections containing sentences in the natural order of discourse (NAT); the other involved materials wherein the sentence order was modified by fun to rearranged (MOD). The 2 conditions differed in availability of contextual cues beyond a sentence. children An analysis of variance confirmed the hypothesis that significantly more correct cloze responses would be produced in the NAT condition. been is concluded that the Ss were not word calling or responding solely to cues within the immediate context of the deleted word. They were responding to paragraph level cues beyond a sentence. Possibilities for future studies and educational implications are discussed. (36 ref.)

ED046159 40 EC031243
AN INVESTIGATION OF FACTORS INFLUENCING LEARNING IN THE MENTALLY RETARDED, AND THEIR USE IN THE DESIGN OF INSTRUCTIONAL MATERIALS. INTERIM REPORT.
Farmer, Michael; Seitz, Sue
Texas Univ., Austin.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Bureau No.-BR-7-0185
Grant-OEG-0-8-070185-1750
Pub Date Dec 69 Note-16p.

To compare social versus mechanical presentation of stimulus material under prompted or trial-and-error (confirmation) conditions of learning, institutionalized educable and trainable mentally handicapped children were tested on a discrimination learning task. Results were felt to indicate that social reinforcement may not be as motivating for trainable as for educable subjects; and that prompted learning is not as effective as trial-and-error learning for discrimination tasks and trainable subjects. (CD)

ED031031 40 EC004366
TEST RESPONSE PATTERNS WHICH DIFFERENTIATE BETWEEN TWO LEVELS OF BEHAVIOR OF MENTALLY RETARDED CHILDREN. FINAL REPORT.
Boswell, James D.
Utah Univ., Salt Lake City.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.-BR-6-8127
Grant-OEG-4-6-68127-1584
Pub Date May 69 Note-71p.
EDRS Price MF-$0.65 HC-$3.29

The interrelations between mental age (MA), IQ, and mediation were studied in 72 retardates in special classes. Subjects were selected to fall into sexually balanced groups of six in 12 MA-IQ categories (IQ 50-59, 60-69, 70-79, and 80-89; MA 4-0 to 5-11, 6-0 to 7-11, and 8-0 to 9-11). The apparatus alternately displayed two pairs of stimuli, and three series of trials were run without interruption between them. Series 1 required discrimination, series 2 required discrimination reversal, and series 3 tested for mediation, or reversal. Although significance was not achieved in analyses of total number of reversal shift responses or of number of subjects achieving a reversal shift, there was a significant increase in both number of mediational responses and number of mediators between IQ levels 50-69 and 70-90. The two IQ levels also varied significantly in both cases. Significance was not found with respect to any levels of the MA variable. Results on series 1 and 2 showed significantly better performance within MA group with increasing MA: on series 2, the performance of nonreversers was significantly better. Thus, mediation did not increase with increasing MA, but did increase with increasing IQ. (JD)

ED034372 40 EC004786

A COMPARISON OF AN ACHIEVEMENT BATTERY WITH TWO TESTS OF ABILITY WITH EDUCABLE MENTAL RETARDATES. FINAL REPORT.

MacKinnon, Ronald C.; Elliott, Charles
Florida State Univ., Tallahassee.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.
Grant-OEG-0-9-19061-0774(032)
Pub Date Aug 69 Note-14p.
EDRS Price MF-$0.65 HC-$3.29

To find the concurrent validity of two scholastic aptitude tests when a scholastic achievement test was used as a criterion for use in placement of mentally retarded children, 127 subjects were involved. The California Achievement Test (CAT) was used as a criterion measure, and the Primary Mental Abilities test (PMA) and the Slosson Intelligence Test (SIT) were used to determine the correlation of the scores with the criterion measure. The results indicated correlations of .68 between the PMA and the CAT and .62 between the SIT and the CAT. The intercorrelation of the PMA and SIT was .67. Ability subtests were analyzed to determine their correlations to the criterion. The conclusion was that when six or more children are to be tested, less time if needed and no concurrent validity is lost by using the PMA rather than the individual test, the SIT. Tables of results are included. (Author/JM)

ED046654 RE003274

READING AND PSYCHOMOTOR DISABILITY AMONG MENTALLY RETARDED AND AVERAGE CHILDREN.

Cawley, John F.; And Others
Connecticut Univ., Storrs. School of Education.
Spons Agency-Connecticut Research Commission, Hartford.
Pub Date 68 Note-113p.
EDRS Price MF-$0.65 HC-$6.58

Selected elements of reading and psychomotor characteristics among good and poor readers of divergent intellectual abilities were investigated. Four groups were selected for study: good and poor readers who were of average ability, and good and poor readers who were mentally handicapped. Approximately 160 subjects were identified for testing, and the final population was composed of 127 subjects with mental ages of about 9 years. Tests were given in the following areas: auditory discrimination, visual word discrimination, reading, visual perception, learning aptitude, visual-motor integration, associative learning, lateral dominance, and visual-motor retention. The results indicated that good and poor readers were often differentiated on measures of reading; they were infrequently differentiated on measures of psychomotor characteristics. Poor reading retarded children were substantially inferior to the other groups on measures of reading skills. The interrelationships among the measures of reading were such that it was difficult to identify specific deficits. A bibliography and tables are given. Included in the appendix is a paper entitled "Visual and Auditory Perceptual Factors in Reading." (DE)

ED030244# EC003937

TEACHING ARITHMETIC TO MENTALLY RETARDED CHILDREN.

Thomas, Janet K.

Pub Date 68 Note-74p.

Available from-T.S. Denison & Co., Inc., 5100 West 82nd Street, Minneapolis, Minnesota 55431 ($4.98)

Document Not Available from EDRS.

The effect of mental retardation on the learning of arithmetic is considered; the school program, beginning instruction, and the instructional method are described. Also discussed are methods of developing interest, using instructional games, teaching left to right, teaching for meaning, adapting arithmetic to the trainable retarded, and planning daily work schedules. Thirty-seven pages of illustrations and examples of teaching materials, including independent work activities, teacher made games and devices, bulletin boards and drill materials, are provided. (JK)

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 09469

Mental ages for achievement of Piagetian reasoning assessments.

Stephens, Beth; Mahaney, Edward J.; McLaughlin, John A.

Temple U.

Education & Training of the Mentally Retarded 1972 Oct Vol. 7(3) 124-128

Describes a study of 75 normal and 75 retarded 6-20 yr. old children, screened for inclusion by the WISC or WAIS, which was conducted to determine mental ages of achievement for 21 Piagetian reasoning measures. Ss continue to be reassessed every 2 yr. Preliminary results in the 4th yr. suggest that (a) transition from concrete to formal thought is not accomplished by normal Ss as early or as completely as previously indicated, (b) retarded Ss achieve success on measures of concrete thought but not of formal or abstract thought, (c) criterion performance on reasoning tasks generally is achieved by retarded Ss at a later mental age than that of normal Ss, and (d) the sequence of task accomplishments established is essentially the same as that reported in Swiss studies by Vinh-Bang.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 07397

Training of number conservation in retardates.

Lancaster, Roy P.; McManis, Donald L.

Journal of Psychology 1973 Mar Vol. 83(2) 303-313

Assigned 18 retarded adults to 3 groups equated for IQ, MA, and number conservation performance. Ss received addition-subtraction and reversibility training under either cognitive-conflict conditions or nonconflict conditions, or received no training. Under cognitive-conflict, transformation of 1 of 2 sets of discrete elements produced a perceptual illusion, and the addition-subtraction and reversibility operations applied to that set produced conflict between its length and density. Under nonconflict, simultaneous application of the operations to both sets avoided such conflict. Both training groups made significant gains from pretest and significantly exceeded controls in posttest number conservation $p < .05$) Lack of differential gains by the training groups suggests that cognitive conflict is not essential to induce number conservation.

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 11819
A study of cognitive style and its concomitant traits and characteristics in adolescent educable mental retardates.
Arner, Milton
New York U.
Dissertation Abstracts International 1973 Jan Vol. 33(7-B) 3276-3277

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 11411
A study of the abstract-concrete thinking of two groups of educable mentally retarded students: Brain-injured and familial.
Johnson, Harold W.
U. Northern Colorado
Dissertation Abstracts International 1973 Jan Vol. 33(7-A) 3439

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 12111
Consolidating facts into the schematized learning and memory system of educable retardates.
Spitz, Herman H.
E. R. Johnstone Training and Research Center, Bordentown, N.J.
In N. R. Ellis (Ed.), International review of research in mental retardation: VI. New York, N.Y.: Academic Press, 1973. xvi, 329 p. 14.50

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 11428
Stereotyped acts.
Baumeister, Alfred A.; Forehand, Rex
U. Alabama
In N. R. Ellis (Ed.), International review of research in mental retardation: VI. New York, N.Y.: Academic Press, 1973. xvi, 329 p. 14.50

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 10870
Behavioral variability among retardates, children, and college students.
Liebert, Ann M.; Baumeister, Alfred A.
U. Alabama, Center for Developmental and Learning Disorders
Journal of Psychology 1973 Jan Vol. 83(1) 57-65
Reports 2 investigations that deal with developmental implications of intraindividual variability among the mentally retarded. In Exp. I, 30 retardates (median CA = 18.1 yr., median MA = 8.9 yr.) were given reaction-time (RT), digit-span, and time-estimation tasks. Results demonstrate that individual differences in response variability were reliable and generalized across tasks. In Exp. II, 27 normal children in Grades 1, 3, or 5 and 9 college students completed the RT task. Developmental changes in variability (efficiency) of performance were found.

DOC YEAR: 1972 VOL NO: 47 ABSTRACT NO: 07613
THE RELIABILITY AND VALIDITY OF THE PEABODY PICTURE VOCABULARY TEST WITH INSTITUTIONALIZED EDUCABLE RETARDED CHILDREN AND ADOLESCENTS AND ITS USE AS A GROUP TEST WITH THIS POPULATION.
WOLF, GERALD P.
CATHOLIC U. OF AMERICA
DISSERTATION ABSTRACTS INTERNATIONAL 1971, OCT, VOL. 32(4-A), 1871.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 03331

Equivalence formation by retarded and nonretarded children at different mental ages.

Stephens, Wyatt E.
Southern Illinois U.
American Journal of Mental Deficiency 1972 Nov Vol. 77(3) 311-313

Compared 42 retarded and 42 nonretarded children, matched at 3 MA levels (6, 8, and 10 yr.), for performance in equivalence-formation tasks. Differences in the frequency with which perceptibly based, functionally based, and sententially based concepts were used for grouping strategies were studied. The performance of retarded and nonretarded Ss of the same MA was quite similar. Both groups showed MA differences in performance. The 3 types of groupings were used with unequal frequency depending upon MA level.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 03250

Color distractors in discrimination with retarded and nonretarded children.

Klein, Helen A.; Klein, Gary A.; Oskamp, LindaPatnode, Camilla
Wayne State U.
American Journal of Mental Deficiency 1972 Nov Vol. 77(3) 328-331

Gave 9 6-10 yr. old retarded and 9 6-7 yr. old nonretarded children a series of discrimination trials while central and peripheral vasomotor reactions were monitored. The key discrimination dimension was form, but color distractors were included as an extraneous dimension on of the trials. The experiment examined the behavioral and physiological characteristics of discrimination with color distractors. Retarded Ss made significantly more errors overall than did the nonretarded. In addition, color distractors produced a significant performance decrement with the retarded Ss, but only a minimal decrement with the nonretarded. The physiological measure of orienting did not discriminate significantly between the 2 groups or between distractor and nondistractor conditions. (16 ref.)

DOC YEAR: 1970 VOL NO: 44 ABSTRACT NO: 19845

The refractive state of the eye and mental retardation.

Manley, Joseph N.; Schuldt, W. John
U. Arkansas
American Journal of Optometry & Archives of American Academy of Optometry 1970, 47(3), 236-241.

Assesses whether mentally retarded children manifest increased probability of being hyperopic. An attempt was made to control age, sex, and socioculture factors. 25 mentally retarded boys, mean age 19, who wore glasses were compared with 28 normal boys, mean age 17, who wore glasses. In the normal group, 24 Ss were myopic and [illegible] hyperopic. Only 6 in the mentally retarded group were myopic while 19 were hyperopic. This difference between groups is statistically significant.

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 01072

The re-education of a retarded blind child.

Burlingham, Dorothy; Goldberger, Alice
Psychoanalytic Study of the Child 1968, Vol. 23, 369-390

Presents a detailed case history of a backward, withdrawn, blind child with multiple handicaps and subjected to lack of stimulation, pain, and frustration in her early childhood. A lengthy treatment record and progress report of normal development are provided. A discussion by Alice B. Colonna follows.

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 13168
Visually discriminated behavior in a ''blind'' adolescent retardate.
Stolz, Stephanie B.; Wolf, Montrose M.
U. Kansas
Journal of Applied Behavior Analysis 1969, 2(1), 65-77.

A 16-yr-old retarded male, diagnosed organically blind and treated as a blind person, was given practice in discriminating visual stimuli. After training, he responded with significantly better than chance accuracy in a choice situation in which stimuli were as small as 18 point Futura Medium type. In addition, he was trained to look at the E's eyes when instructed to do so. Control procedures revealed that it was the reinforcement contingency that functioned to establish and maintain eye contact. Eye contact with the E generalized in a limited way to situations in which this behavior was not reinforced, though not to a neutral individual. When the S was required to use visual cues to help himself in a cafeteria line, he soon emitted the necessary behaviors. Resumption of assistance markedly decreased self-help, suggesting that continued use of any newly learned skills would depend on the response of the individuals in his environment. The S also learned eating behavior that appeared to require the use of visual cues. (17 ref.)

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 10725
Differential test performances of mentally retarded and normal children of the same mental age.
Hall, Stacy L.
U. Oklahoma
Dissertation Abstracts International 1970, Nov, Vol. 31(5-A), 2216.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 05710
A comparative analysis of scaled subtest scores on Wechsler Intelligence Tests as demonstrated by educable mentally retarded individuals at a university affiliated facility.
Grady, Myra G.
U. Alabama
Dissertation Abstracts International 1973 Apr Vol. 33(10-A) 5583

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 03630
Raw versus standardized intelligence test scores as baselines for assessing effectiveness of treatment: Implications for the mentally retarded.
Throne, John M.
U. Kansas
British Journal of Mental Subnormality 1972 Jun Vol. 18(1) 36-43

Argues that standardized tests, particularly IQ tests, are valid predictors of performance only when the circumstances prior to and during testing are similar for the tested Ss and the standardization sample. Ss' standardized scores will be spuriously low when prior circumstances are dissimilar (e.g., when disadvantaged or retarded Ss are compared to an advantaged, normal standardization sample). However, even when prior circumstances are congruent, the use of standardized scores as base-line data is felt to be invalid. Ss' posttreatment standardized scores will be spuriously high in comparison to those of the untreated standardization sample or Ss' pretreatment standardized scores. In contrast, raw scores reflect Ss' performance regardless of the circumstances under which it occurred. It is concluded that only when raw scores are used as base-line measures can standardized tests be validly employed to assess treatment effectiveness.

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 10100
A word of caution on the use of the WAIS.
Walker, Kenneth P.; Walker, Carol A.
Indiana State U.
Psychology in the Schools 1972 Oct Vol. 9(4) 374-378

Analyzed WISC-WAIS differences with regard to length of test interval and sex. Ss were 50 mentally retarded adolescents from 12 different school districts. Analysis of variance showed that the main effects for sex and test instrument were significant. The girls' WISC mean was approximately 6 points lower than that of the boys. There was a significant gain of 10 points from the WISC to the WAIS.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 09908
Functional analysis of WISC performance of learning-disordered, hyperactive, and mentally retarded boys.
Keogh, Barbara K.; Wetter, Jack; McGinty, AnnDonlon, Genevieve
U. California, Los Angeles
Psychology in the Schools 1973 Apr Vol. 10(2) 178-181

Investigated patterns of WISC performance of children with serious school learning and adjustment problems. Ss were 26 boys in public school classes for educable mentally retarded, 24 private school children with serious learning and behavior problems, and 26 boys referred to a pediatric learning disability clinic for evaluation of hyperactivity and learning problems. Analysis of the data from the various WISC subtests suggests that remedial programs should be individualized rather than based on preconceived concepts.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 03357
Double responding as a technique facilitating oddity discrimination under conditions of S-R discontiguity.
Wunderlich, Richard A.; Lozes, Jewell
Catholic U. of America
American Journal of Mental Deficiency 1973 Jan Vol. 77(4) 435-438

Gave a 3-choice discrimination problem in which 2 identical and 1 odd object served as stimuli to 3 groups of 12 13-16 yr. old mental retardates attending special classes in a public school. 2 groups performed with a 15.2-cm spatial gap interposed between the S and the site to which the response was made, and were either required to touch the stimulus block before moving the remote response block (double responding), or were given no such requirement (discontiguity). The 3rd group responded directly to the stimulus (contiguity). While stimulus-response discontiguity severely impaired learning, double responding significantly facilitated learning and resulted in performance indistinguishable from that produced by the contiguity group.

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 11364
A comparison of the results of a revised version of Berko's test of morphology with the free speech of mentally retarded children.
Dever, Richard B.
U. Wisconsin
Journal of Speech & Hearing Research 1972 Mar Vol. 15(1) 169-178

Presented a revised version of J. Berko's test of morphology to 30 educable mentally retarded public school children, 6 each from the MA groups 6, 7, 8, 9, and 10. Samples of free speech were also elicited. The features tested were compared to the same features in the free speech to see if the test could predict the occurrence or nonoccurrence of errors in the free speech. Correlational analysis suggests that this was not the case. It is concluded that the paradigm itself, whether it uses nonsense syllables or real words as eliciting stimuli, is not useful in testing development of bound morphemes in educable mentally retarded children.

ED048254# TE002221

A COMPARATIVE STUDY OF CREATIVE ABILITY IN EDUCABLE RETARDED AND NORMAL CHILDREN.

Buffmire, Judy Ann

Pub Date 69 Note-85p.; Ph.D. Dissertation, University of Utah

Available from-University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 70-3804, MFilm $3.00, Xerography $4.40)

Document Not Available from EDRS.

A group of 40 retarded (IQ 56 to 78) and a group of 40 normal subjects (IQ 100 to 115), each composed of 20 males and 20 females, 9 to 12 years old, were tested (1) to compare the differences between educable mentally retarded and normal children on a set of creativity measures, and (2) to investigate the extent to which the creativity measures correlated with each other and with IQ. Five creativity measures were administered, individually, in a game-like atmosphere without experimenter-imposed time restrictions. Two of the measures were verbal in stimuli and responses; three were nonverbal measures utilizing visual stimuli. Two of the nonverbal measures required verbal responses and one did not. The results of this investigation suggest that for this population, creativity as measured by verbal measures is related to a measure of intelligence with no significant differentiation being found on verbal or nonverbal measures if verbal responses are required. However, on the one nonverbal measure which did not require a verbal response, retarded children scored significantly higher than their normal peers. The differences found among measures indicate that creativity cannot be defined as a unitary concept of verbal association. (Author/MF)

EJ048853 EC040653

PERSONALITY ASSESSMENT OF RETARDED CHILDREN

Mitchell, Marlys M. Training School Bulletin; 68; 3; 186-91 Nov 71

EJ010838 EC500743

THE DEVELOPMENTAL TEST OF VISUAL PERCEPTION AND THE BENDER GESTALT TEST ACHIEVEMENT OF EDUCABLE MENTAL RETARDATE

Allen, Robert M. Training Sch Bull; 66; 2; 80-5 69 Aug

EJ073159 EC051024

RIGIDITY IN THE RETARDED: A BRIEF REVIEW AND SOME RECENT DATA

Clunies-Ross, G. G. Australian Journal of Mental Retardation; 2; 4; 106-10 Dec 72

ED031831 EC003835
SHORT-TERM RETENTION IN NORMAL AND RETARDED CHILDREN AS A FUNCTION OF MEMORY LOAD AND LIST STRUCTURE.
Calfee, Robert C.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.-TR-75
Contract-OEC-5-10-374
Pub Date Feb 69 Note-33p.

Studies of recall and recognition short-term memory (STM) were reviewed, and a series of studies of serial recognition memory of normal and retarded children was described. In experiments using a recall procedure there were decrements in initial performance level with decreasing age and IQ but less evidence that forgetting occurred at a faster rate in younger and less intelligent children. Recognition memory was found to be relatively constant over a wide range of age and IQ. Evidence was presented that ability to encode and organize stimulus material depended on age and IQ. Retarded children were especially poor at adopting efficient encoding strategies and seemed relatively incapable of making use of the organizational structure of a list to facilitate storage and recall. Detailed analyses showed considerable response bias in children's recognition behavior, consistent primacy and recency effects when bias was taken into account, and evidence that memory for individual items was not all-or-none. Except for response biases and forgetting rate, recognition memory processes of normal and retarded children appeared to be identical to those of adults. (Author/RJ)

EJ002536 EC500142
SUBJECTIVE ORGANIZATION BY RETARDATES AND NORMALS DURING FREE RECALL OF VISUAL STIMULI.
Gerjuoy, Irma R.; and others Amer J Ment Deficiency; 73; 5; 791-7 69 Mar

EJ051875 EC041025
SUBJECTIVE ORGANIZATION AND CLUSTERING IN THE FREE RECALL OF INTELLECTUALLY-SUBNORMAL CHILDREN
Herriot, Peter; Cox, A. M. American Journal of Mental Deficiency; 75; 6; 702-11 May 71

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 01214
A rehearsal deficit in retardates' continuous short-term memory: Keeping track of variables that have few or many states.
Brown, Ann L.
U. Illinois, Children's Research Center
Psychonomic Science 1972 Dec Vol. 29(6-B) 373-376
Tested 12 institutionalized mildly retarded children (CA = 16, MA = 9) on a continuous short-term memory task that required them to keep the current state of a number of variables updated. Performance was dependent on the number of states of the probed variables, and there was a marked recency but no primacy effect in the serial position curves. These data are similar to those obtained with preschool children but quite different from those typically found with adults. It is suggested that the developmentally young perform poorly on such tasks because they fail to rehearse the current state of the to-be-remembered variables. (19 ref.)

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 07053
Short-term memory and dimensional independence in retardates.
McBane, Bonnie M.
U. Connecticut
Dissertation Abstracts International 1973 May Vol. 33(11-B) 5544

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 03299
The learning and recall performance of trainable mentally retarded subjects on a rote-verbal task presented under massed and distributed practice.
Reeder, Alan F.
U. Oregon
Dissertation Abstracts International 1973 Mar Vol. 33(9-A) 4966-4987

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 11479
An attention-retention theory of retardate discrimination learning.
Fisher, Mary A.; Zeaman, David
U. Connecticut
In N. R. Ellis (Ed.), International review of research in mental retardation: VI. New York, N.Y.: Academic Press, 1973. xvi, 329 p. 14.50

EJ081350 EC051979
ON THE THEORY AND PRACTICE OF IMPROVING SHORT-TERM MEMORY
Butterfield, Earl C.; And Others American Journal of Mental Deficiency; 77; 5; 654-69 Mar 73

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 11567
An analysis of short-term memory in familial mental retardates.
Nolan, Robert J.; Hughes, Glenn H.
Auburn U.
Bulletin of the Psychonomic Society 1973 Mar Vol. 1(3) 173-174

Examined short-term memory performance in a group of 17-yr-old familial mental retardates (FMRs), in a group of their mental age peers (MAPs), and in a group of their chronological age peers (CAPs) (n = 13 for each group). 4- and 9-item arrays of consonant letters were presented tachistoscopically (.05-sec exposure) and were immediately reproduced by the Ss. The CAPs reproduced correctly more stimulus items than either the MAPs p < .01) r the FMRs p < .02). here was no difference between FMR and MAP performance. Implications of these results are discussed in terms of retardate-normal differences in the area of memory processes.

EJ017703 EC501065
SUBJECTIVE ORGANIZATION BY EMR ADOLESCENTS IN FREE RECALL: BIMODAL PRESENTATION
Gerjuoy, Irma R.; Winters, John J., Jr. Amer J Ment Deficiency; 74; 4; 509-16 70 Jan

EJ007147 EC500454
SHORT-TERM RECALL OF SENTENCES IN NORMAL AND RETARDED CHILDREN
Gallagher, Joseph W. Amer J Ment Deficiency; 74; 1; 57-61 69 Jul

EJ073144 EC050957
HABILITATION OF THE RETARDED CHILD: A REMEDIAL PROGRAM
Drash, Philip W. Journal of Special Education; 6; 2; 149-59 Sum 72

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 10742
Comparison of institutionalized mongoloids, public school mongoloids and public school undifferentiated moderate retardates for three emotional factors.
Waltzer, Bernard
Rutgers State U.
Dissertation Abstracts International 1970, Sep, Vol. 31(3-A), 1091.

EJ046256 PS501401
RECOGNITION MEMORY: THE RELATIONSHIP OF ACCURACY AND LATENCY OF RESPONSE UNDER DIFFERENT MEMORY LOADS IN RETARDATES
Urbano, Richard C.; And Others Journal of Experimental Child Psychology; 12; 2; 270-277 Oct 71

EJ048906 RE503443
EFFECTS OF REINFORCEMENT CONDITION UPON LONG-TERM RETENTION OF RETARDED
Talkington, Larry W. Psychological Reports; 29; 3; 957-58 Dec 71

EJ051883 EC041033
LONG-TERM RETENTION OF A LEARNING SET IN MENTALLY RETARDED CHILDREN
Kaufman, Melvin E. American Journal of Mental Deficiency; 75; 6; 752-4 May 71

DOC YEAR: 1972 VOL NO: 47 ABSTRACT NO: 01630
INITIAL AND DELAYED RETENTION OF RELEVANT AND INCIDENTAL INFORMATION FROM A PROSE PASSAGE PRESENTED AURALLY TO TRAINABLE MENTAL RETARDATES.
NISENBERG, SUE A.
MICHIGAN STATE U.
DISSERTATION ABSTRACTS INTERNATIONAL 1971, JUL, VOL. 32(1-A), 263.

ED023241 48 EC003160

THE PERFORMANCE OF EDUCABLE MENTALLY RETARDED AND NORMAL CHILDREN ON A MODIFIED CLOZE TASK. STUDIES IN LANGUAGE AND LANGUAGE BEHAVIOR, PROGRESS REPORT V.

Semmel, Melvyn I.; And Others

Michigan Univ., Ann Arbor. Center for Research, Learning and Teaching.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.-BR-6-1784

Contract-OEC-3-6-061784-0508

Pub Date 1 Sep 67 Note-17p.

EDRS Price MF-$0.65 HC-$3.29

Two groups of institutionalized public school educable mentally retarded (EMR) children were matched with two groups of average children for mental age (MA, range 60 to 80), and chronological age (CA, range 10 to 14 years) respectively. Each group of 20 subjects completed a modified cloze task. When performances were compared as functions of position of deleted words, sentence types, and grammatical form class of deleted words, results gave a significantly lower mean percent of grammatically meaningful responses for retarded groups ($p<.01$). All groups performed best when the last word of the four-word sentences were deleted, and the retarded subjects' performance was relatively better than that of matched normal subjects. It was concluded that sequential strategies in processing sentences are probably more characteristic of retarded children than grammatical strategies. Form class was a significant variable ($p<.01$), and a significant interaction ($p<.01$) was found between form class and groups with the EMR children from the public school lower than the CA normal group on all form classes ($p<.01$) and lower than the MA normal group on verbs (P .05) and adjectives (P .01) but not nouns. Of the two retarded groups, the institutionalized mean was significantly lower (p .01), probably because of a more depressed language environment. (Author/SN)

ED029421 48 EC003892

ORAL WORD ASSOCIATION NORMS FOR EDUCABLE MENTALLY RETARDED CHILDREN. STUDIES IN LANGUAGE AND LANGUAGE BEHAVIOR, PROGRESS REPORT VIII.

Semmel, Melvyn I.; And Others

Michigan Univ., Ann Arbor. Center for Research on Language and Language Behavior.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Bureau No.-BR-6-1784

Contract-OEC-3-6-061784

Pub Date 1 Feb 69 Note-12p.

EDRS Price MF-$0.65 HC-$3.29

To collect word association norms, 100 educable mentally handicapped boys (chronological ages 11 to 16, mental ages 7 to 11.5) responded to 25 nouns from the Mein and O'Connor list of words most commonly used by retarded children. The subjects were individually tested by stimuli typed on cards. The responses of all 100 subjects to the 25 stimulus words were tabulated. Alphabetical listings are provided of the stimuli; following each stimulus are the responses and their corresponding frequencies; the number of subjects failing to respond is also indicated. (JD)

ED026751 EC001270

BIMODAL EDUCATIONAL INPUTS TO EDUCABLE MENTALLY RETARDED CHILDREN. FINAL REPORT.

Robinson, Jacques H.; And Others
American Institutes for Research, Silver Spring, Md.
Spons Agency-National Inst. of Health, Bethesda, Md.
Report No.-AIR-E-49-9-66-FR
Grant-MH-10819-01
Pub Date Sep 66 Note-147p.
EDRS Price MF-$0.65 HC-$6.58

The usefulness of paced auditory presentation combined with simultaneous visual presentation of lesson material was examined as a technique of improving reading skills in the educable mentally handicapped. A 30-day instructional period involved four groups of students (IQ's 58 to 86, ages 12-11 to 17-11). The groups were as follow: a machine audio group (MAud) exposed to rate controlled taped material by audio means alone; a machine audiovisual group (MAV) that received visual copy and also listened to the taped recordings; a teacher audiovisual group (TAV) using bimodal stimulation; and a control group (C). Materials were recorded and presented at appropriate rates of presentation by means of a tempo regulator, a machine which varies rate without pitch distortion. Results indicated little impact of the experimental procedures on the standardized pre-post test measures; however, daily comprehension measures favored the bimodal presentation modes, particularly the MAV group. Some trend favoring slowed presentations was evident. The subjects demonstrated significant retention of instructional material after a 1-month interval, and significantly higher performance on a relearning measure than on initial presentations, after a 2-month interval. (Author/JD)

ED021231 48 AL001338

EFFECTS OF GRAMMATICAL AND ASSOCIATIVE STRUCTURE, DELAY INTERVAL, AND ACTIVITY DURING DELAY ON MEMORY SPAN OF EDUCABLE RETARDED CHILDREN.

Semmel, Melvyn I.; Bennett, Stanley W.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.-BR-6-1784
Contract-OEC-3-6-061784-0508
Pub Date 1 Feb 68 Note-13p.; Report included in Studies in Language and Language Behavior, Progress Report No. VI.
EDRS Price MF-$0.65 HC-$3.29

Four types of sentences differing in grammaticalness and amount of association between component words were presented to 80 educable mentally retarded children for recall after varying delay intervals. The children (all male and between the ages of nine and 14) sat quietly during the delay intervals of named numbers from a memory drum. The results showed a significant effect of type of sentence, nature of delay activity (silence versus number naming), and length of delay activity. A significant interaction of length of delay interval by nature of delay activity was also found. The results were interpreted as reflecting inefficient organizational strategies in processing linguistic strings. (Author/DO)

EJ063318 EC042714
VIGILANCE AND VERBAL CONDITIONING IN THE MILDLY AND SEVERELY RETARDED
Das, J. P. American Journal of Mental Deficiency; 75; 3; 253-9 Nov 70

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 07734
Verbal mediation in moderately retarded children: Effects of successive mediational experiences.
Borkowski, John G.; Kamfonik, Allan
U. Notre Dame
American Journal of Mental Deficiency 1972 Sep Vol. 77(2) 157-162

Tested 40 16-18 yr. old mentally retarded adolescents using a 3-stage mediational paradigm. In the mediational condition (A-B, B-C, A-C), verbal associative links (ABC) could be used to aid A-C learning while in the control paradigm (A-B, D-C, A-C) no such mediation was possible in 3rd-stage learning. In 2 separate mediational sessions, results indicate pronounced facilitation of A-C learning due to utilization of A-B and B-C links. Recall data following A-C learning suggest that during Session II, A-C learning was enhanced by the employment of mediational strategies developed during Session I. Verbal mediation in retarded persons is likely restricted to a limited range of procedural variations with the length and nature of test trials and degree of task difficulty of critical importance.

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 09303
Incidental and intentional learning in the mentally retarded as a function of internal-external locus of control.
Brubakken, David M.
Washington State U.
Dissertation Abstracts International 1972 Dec Vol. 33(6-B) 2804

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 09346
The training and generalization of a conversational speech form in nonverbal retardates.
Garcia, Eugene E.
U. Kansas
Dissertation Abstracts International 1972 Dec Vol. 33(6-B) 2833

EJ053712 PS501636
EFFECTS OF RATE OF STIMULUS PRESENTATION AND PENALTY CONDITIONS ON THE DISCRIMINATION LEARNING OF NORMAL AND RETARDED CHILDREN
Harter, Susan; Zigler, Edward Developmental Psychology; 6; 1; 88-91 Jan 72

The effects of rate of stimulus presentation and reinforcement conditions on the two-choice discrimination learning performance of MA matched normal and familial retarded children were examined. (Authors)

EJ029918 RE502155
THE "FRUIT-TREE EXPERIMENT" AS A MEASURE OF RETARDED CHILDREN'S PREFERENCES OF FRUIT TREES UNDER VARIED CONDITIONS OF COLOR AVAILABILITY
Adler, Leonore Loeb Journal of Psychology; 76; 217-22 Nov '70

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 01814
The effect of question type and position on four types of learning among mentally handicapped children.
Hillman, Stephen B.
Indiana U.
Dissertation Abstracts International 1973 Feb Vol. 33(8-A) 4174

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 01304
The paradigmatic responses of normals and retardates in controlled word association.
Listwon, Edward J.
U. Connecticut
Dissertation Abstracts International 1973 Feb Vol. 33(8-A) 4179

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 04403
THE SPELLING ABILITY OF THE MENTALLY HANDICAPPED.
SHINTANI, MUNRO
U. IOWA
DISSERTATION ABSTRACTS 1967 , 28(2-A), 550-551.

DOC YEAR: 1967 VOL NO: 41 ABSTRACT NO: 14214
OCULAR-MANUAL LATERALITY AND READING ACHIEVEMENT IN CHILDREN WITH SPECIAL LEARNING DISABILITIES.
CAPOBIANCO, R. J.
AMERICAN EDUCATIONAL RESEARCH JOURNAL 1967 , 4(2), 133-138.

NEGATIVE RESULTS HAVE BEEN REPORTED ABOUT THE RELATIONSHIP BETWEEN LATERALITY AND READING PERFORMANCE REPORT. THIS INVESTIGATION INTENDED TO DETERMINE THE POSSIBILITY OF A RELATION BETWEEN LATERALITY PATTERNS AND READING ABILITY IN A SPECIFIC CLINIC POPULATION WITH DIAGNOSED LEARNING DISABILITIES AND ASSOCIATED CEREBRAL DYSFUNCTION. 46 SS WERE SELECTED FROM AN EDUCATIONAL THERAPY CENTER, AND ADMINISTERED A BATTERY OF OCULAR-MANUAL LATERALITY TEST AND SELECTED MEASURES OF READING PERFORMANCE. RESULTS PARALLELED THE FINDINGS OBTAINED FOR MENTALLY RETARDED AND NORMAL SAMPLES. NO APPARENT DIFFERENCES IN THE SEVERAL READING PERFORMANCE TESTS WERE INDICATED BETWEEN ESTABLISHED AND NONESTABLISHED LATERALITY SS. THE DETERMINATION OF LATERALITY PREFERENCES AS PART OF A DIAGNOSTIC WORKUP APPEARS TO POSSESS DUBIOUS PRACTICAL VALUE.

EJ044347 EC033243
EFFECT OF VISUAL AND AUDITORY BACKGROUND ON READING TEST PERFORMANCE
Carter, John L.; Diaz, Angelo Exceptional Children; 38; 1; 43-50 Sep 71

DOC YEAR: 1972 VOL NO: 47 ABSTRACT NO: 01620

A DEVELOPMENTAL STUDY OF THE SUBJECT MATTER CHOICES IN THE FREE DRAWING OF TRAINABLE MENTALLY RETARDED SUBJECTS.

ISRAEL, LAWRENCE J.; NEAL, LAIRD W.

GEORGE PEABODY COLL. FOR TEACHERS

EXCEPTIONAL CHILDREN 1971, APR, VOL. 37(8), 597-600

ANALYZES DRAWINGS OF 25 MALE AND 19 FEMALE TRAINABLE RETARDED CHILDREN WITH MAS FROM 2.7-6.6 YR. AND CAS FROM 8.3-14.10 YR. AND COMPARES THEM TO DRAWINGS OF NORMAL CHILDREN WITH RESPECT TO CHOICE OF SUBJECT MATTER AND HUMAN BODY SCHEMA. DIFFERENCES WERE FOUND IN SUBJECT MATTER PREFERENCES BETWEEN SS AND NORMAL CHILDREN OF A COMPARABLE MA: SS DREW FEWER WEAPONS AND INSTRUMENTS AND MORE HUMANS. AGE TRENDS WERE ALSO NOTED: LOWER MA SS DREW MORE HUMANS AND FEWER PLANTS THAN HIGHER MA SS. SEX DIFFERENCES FOLLOWED CULTURAL EXPECTATIONS. IT IS CONCLUDED THAT ''ART SAMPLES CAN BE RELIABLY CATEGORIZED AND THAT THEIR SUBJECT MATTER IS SIGNIFICANTLY RELATED TO THE INTELLECTUAL DEVELOPMENT OF THE ARTIST.''

EJ051855 EC040974

THE ORIENTING REFLEX IN INTELLECTUALLY AVERAGE AND RETARDED CHILDREN TO A RELEVANT AND AN IRRELEVANT STIMULUS

Elliott, Luke S.; Johnson, John T. American Journal of Mental Deficiency; 76; 3; 332-6 Nov 71

EJ049184 RE503449

ASSOCIATIVE LEARNING BY MENTALLY RETARDED SS AS A FUNCTION OF GRAMMATICAL STRUCTURE OF PAIRS

Billigmeier, Andrea H.; Drew, Clifford J. Psychological Reports; 29; 3; 995-1000 Dec 71

EJ051860 EC040979

VISUAL SEARCH, STIMULUS DENSITY, AND SUBNORMAL INTELLIGENCE

Das, J. P. American Journal of Mental Deficiency; 76; 3; 357-61 Nov 71

EJ062039 EC042556

PRETRAINING RETARDED AND INTELLECTUALLY AVERAGE CHILDREN FOR VISUAL DISCRIMINATION: NONREWARD VS. REWARD

Lobb, Harold American Journal of Mental Deficiency; 77; 1; 59-68 Jul 72

EJ075030 AA515368

THE EFFECTS OF MODELING AND VERBAL CUES ON LEARNING OF RETARDATES

Forehand, Rex; Yoder, Pam Journal of Clinical Psychology; 29; 2; 184-6 Apr 73

Results of this study indicate that a model who gives verbal cues increases learning by retardates over both model-only and no-model treatments. However, a model only condition failed to differ from a no-model treatment. (Authors)

EJ051901 EC041053
EXPERIMENTAL MODIFICATION OF VOCALIZATION RATE AMONG RETARDED PARTICIPANTS IN THREE-PERSON CONVERSATIONS
Locke, Bill J.; Strayer, Douglas W. American Journal of Mental Deficiency; 76; 1; 101-9 Jul 71

EJ051890 EC041042
STANFORD-BINET SHORT-FORM PERFORMANCE OF RETARDED AND NONRETARDED PERSONS MATCHED FOR MA
Achenbach, Thomas M. American Journal of Mental Deficiency; 76; 1; 30-2 Jul 71

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 03279
The relationship of intelligence, mental age, complexity, and trial blocks on the response latency of children.
Morelan, Steven J.
U. Oregon
Dissertation Abstracts International 1973 Mar Vol. 33(9-A) 4985

EJ056009 EC041681
INCREASE AND MAINTENANCE OF VERBAL BEHAVIOR OF A MENTALLY RETARDED CHILD
Jeffrey, D. Balfour Mental Retardation; 10; 2; 35-40 Apr 72
Operant and imitative techniques were used in programing generalization of verbal behavior in a child. (Author)

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 04793
Effects of varying the length and frequency of response-stimulus interval on the reaction times of normal and mentally deficient subjects.
Joubert, Charles E.; Baumeister, Alfred A.
Southeastern Louisiana Coll.
Journal of Comparative & Physiological Psychology 1970, Oct, Vol. 73(1), 105-110
Found RT to the 2nd of 2 closely spaced reaction stimuli to be dependent on the interaction of length of the interval between the 1st response and the onset of the 2nd stimulus (R1 - S2) and form of R1 - S2 interval distribution. 5 R1 - S2 intervals were presented under 3 distributions: skewed left, skewed right, and symmetrical. In addition, 2 preparatory intervals (PI) were presented. Retarded Ss performed poorer than normal Ss on all measures; in addition, they were particularly handicapped with short R1 - S2 intervals. Improved performance on the short R1 - S2 intervals was found with increased frequency of these intervals. Relatively fast reactions (R2) were associated with shorter PIs and there was a significant interaction between R1 - S2 interval and PI. Results support an expectancy interpretation of the psychological refractory period.

EJ017706 EC501077
EFFECTS OF WHITE NOISE AND PRESENTATION RATE ON SERIAL LEARNING IN MENTALLY RETARDED MALES
Haynes, Jack R. Amer J Ment Deficiency; 74; 4; 574-7 70 Jan

EJ005582 AA502500
ADULTS AS DISCRIMINATIVE STIMULI FOR DIFFERENT REINFORCEMENT CONTINGENCIES WITH RETARDED CHILDREN
Redd, William H.; Birnbrauer, J. S. J Exp Child Psychol; 7; 3; 440-447 69 Jun

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 03121
An investigation of the relationship between perceived locus of control and performance as a behavior modifier with the mentally retarded.
Grotjan, Gloria J.
U. Missouri, Columbia
Dissertation Abstracts International 1973 Mar Vol. 33(9-A) 4981

EJ062322 EC042499
IMITATIVE SIGN TRAINING AS A FACILITATOR OF WORD-OBJECT ASSOCIATION WITH LOW-FUNCTIONING CHILDREN
Bricker, Diane D. American Journal of Mental Deficiency; 76; 5; 509-16 Mar 72
A 90-item two-choice discrimination test was given to 26 institutionalized mentally retarded children. (Author)

EJ017102 RC500086
EFFECTS OF MASSED AND DISTRIBUTED PRACTICE SCHEDULES UPON THE ACQUISITION OF PURSUIT ROTOR TRACKING BY NORMAL AND MENTALLY RETARDED SUBJECTS
Drowatzky, John N. Res Quart; 41; 1; 32-8 70 Mar

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 03175
Information processing in a speeded classification test by normal and retarded adolescent males.
Burke, Robert S.
Baylor U.
Dissertation Abstracts International 1973 Mar Vol. 33(9-B) 4534

EJ013439 EC500874
ASSOCIATIVE LEARNING AS A FUNCTION OF MATERIAL ASSOCIATIVE STRENGTH AND MA
Drew, Clifford J. Amer J Ment Deficiency; 74; 3; 369-72 69 Nov

EJ009331 EC500593
COMPARATIVE CONSTRUCTIONAL PRAXIS PERFORMANCE OF ORGANICALLY IMPAIRED AND CULTURAL-FAMILIAL MENTAL RETARDATES
Alley, Gordon R. Amer J Ment Deficiency; 74; 2; 279-82 69 Sep

EJ055404 RE503846
ABBREVIATED VERSIONS OF THE VISUAL RETENTION TEST
Benton, Arthur L. Journal of Psychology; 80; 182-92 Mar 72

ED003286 24

STIMULUS SYNTHESIS IN NORMAL AND RETARDED SUBJECTS.
DUKE, JAMES A.; ELAM, CLAUDE B.
Texas Christian Univ., Fort Worth.
Report No.-CRP-1575
Pub Date 64 Note-136P.
EDRS PRICE MF-$0.65 HC-$6.58

EXPERIMENTS WERE PERFORMED TO DETERMINED HOW MENTALLY RETARDED AND NORMAL SUBJECTS SYNTHESIZE STIMULI WITH RESPONSES. ALSO, RELATIONSHIPS AMONG THE STIMULUS SYNTHESIS PROCESS, INTELLIGENCE, AND RATE OF LEARNING WERE STUDIED. DISCRIMINATION TASKS WERE USED WHICH REQUIRED SUBJECTS, NORMAL (COLLEGE, HIGH SCHOOL, AND GRADE SCHOOL ENROLLEES) AND MENTALLY RETARDED, TO USE FOUR SEPARATE CUES TO CLASSIFY PICTURES. THE ORDER AND METHODS OF USING THESE CUES WERE THEN STUDIED. FIFTEEN MATHEMATICAL MODELS WERE FORMULATED AND EVALUATED TO DETERMINE THEIR ABILITY TO PREDICT STIMULUS SYNTHESIS PATTERNS. RESULTS RELATED TO LEARNING RATE WERE NOT CONCLUSIVE. THE STIMULUS SYNTHESIS PROCESSES OF MENTALLY RETARDED SUBJECTS DIFFERED FROM THOSE WHO WERE NORMAL. (WB)

ED016340 40 EC001389

THE EFFECT OF AGE AS A VARIABLE ON THE SCORES OF THE HARRIS-GOODENOUGH DRAWING TEST OF EDUCABLE RETARDATES.
LEVY, IRWIN S.
North Carolina Univ., Chapel Hill.
Report No.-BR-6-8739
Pub Date AUG67 Note-72P.
EDRS PRICE MF-$0.65 HC-$3.29

IN ORDER TO DETERMINE THE RELIABILITY OF PERFORMANCE OF RETARDED ADOLESCENTS ON THE HARRIS REVISION OF THE GOODENOUGH DRAW-A-MAN TEST (DAM) AND WHETHER THE DECLINE IN PERFORMANCE WHICH OCCURS IN NORMAL ADOLESCENTS AT THE MID-TEENS ALSO OCCURS WITH RETARDED ADOLESCENTS, 213 MALE AND 130 FEMALE SUBJECTS, AGED 11-20 YEARS AND WITH IQ'S OF 56-72, IN INTERMEDIATE AND SECONDARY CLASSES FOR THE EDUCABLE MENTALLY HANDICAPPED (EMH) IN NORTH CAROLINA WERE TESTED. THE DAM WAS ADMINISTERED IN GROUP FORM TO ALL THE SUBJECTS IN THEIR OWN CLASSROOMS. IT WAS READMINISTERED AFTER 7 MONTHS. OVERALL MEAN CHANGE FOR THE 343 SUBJECTS BETWEEN TEST AND RETEST WAS SIGNIFICANT (P IS LESS THAN .05). ANALYSIS OF VARIANCE PRODUCED SIGNIFICANT F-RATIOS SHOWING THAT STANDARD DEVIATIONS OF THE CHANGE DIFFERED AT VARIOUS CHRONOLOGICAL AGE GROUPS FOR THE MALES. RESULTS INDICATED THAT THE TEST-RETEST RELIABILITY WAS SIGNIFICANT (P IS LESS THAN .01). THE TEST IS USEFUL WITH EMH FEMALES TO AGE 16 AND WITH EMH MALES TO AGE 20 YEARS. ALTHOUGH THE MAXIMUM CHRONOLOGICAL AGE DIVISOR OF 15 WAS ESTABLISHED BY HARRIS, THE INTRA-SCORER RELIABILITY COEFFICIENT AFTER 6 WEEKS WAS .99. IN CONCLUSION, THE DAM TEST AS A MEASURE OF CONCRETE CONCEPT FORMATION SEEMS TO BE A RELIABLE INSTRUMENT FOR GAINING INFORMATION ABOUT MILDLY MENTALLY HANDICAPPED ADOLESCENTS. TWENTY-FIVE REFERENCES AND 19 TABLES ARE INCLUDED. (DT)

EJ022011 RE501574

A DENOTATIVE DIMENSION OF MEANING FOR THE MENTALLY ILL-HEALTHY ROLE IN SOCIETY
Noe, Francis P. Psychol Rep; 26; 2; 519-31 Apr '70

EJ024943 PS500540
A COMPARISON OF RETARDATES AND NORMALS ON THE POGGENDORFF AND OPPEL-KUNDT ILLUSIONS
Spitz, Herman H.; And Others Develop Psychol; 3; 1; 58-65 Jul '70
Contrary to Piaget's predictions, adolescent retardates and 9-year-old normals were more susceptible to the Oppel-Kundt Illusion than high school sophomores and adults. No group differences were found on the Poggendorf Illusion. (MH)

EJ013441 EC500876
PATTERN WALKING UNDER THREE CONDITIONS OF AVAILABLE VISUAL CUES
Keogh, Barbara K. Amer J Ment Deficiency; 74; 3; 376-81 69 Nov

EJ051947 EC041099
ACTIVITIES TO DEVELOP READINESS FOR AUDITORY DISCRIMINATION
Morsink, Catherine Teaching Exceptional Children; 4; 2; 81-8 W 72

EJ053116 EC041276
INPUT AND OUTPUT ORGANIZATION IN SHORT-TERM SERIAL RECALL BY RETARDED AND NONRETARDED CHILDREN
Harris, Gilbert J. American Journal of Mental Deficiency; 76; 4; 423-6 Jan 72

EJ051920 EC041072
COMMUNICATION DEFICITS AND AGGRESSION IN THE MENTALLY RETARDED
Talkington, Larry W.; And Others American Journal of Mental Deficiency; 76; 2; 235-7 Sep 71

EJ051894 EC041046
VERBAL CONDITIONING WITH RETARDED SUBJECTS: EXPERIMENTAL CONTROL OF VOCAL DURATION IN DYADIC ASSEMBLIES
Locke, Bill J.; Gates, John J. American Journal of Mental Deficiency; 76; 1; 53-9 Jul 71

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 11724
Autoshaping of lever pressing in mental retardates.
Quattlebaum, Lawrence F.
U. Georgia
Dissertation Abstracts International 1973 Jan Vol. 33(7-B) 3320

ED024193 48 EC003159

LEARNING AND TRANSFER OF PARADIGMATIC WORD ASSOCIATION BY EDUCABLE MENTALLY RETARDED CHILDREN: A PRELIMINARY REPORT.

Semmel, Melvyn I.; And Others

Michigan Univ., Ann Arbor. Center for Research on Language and Language Behavior.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.-BR-6-1784

Contract-OEC-3-6-061784-0508

Pub Date 67. Note-21p.

EDRS Price MF-$0.65 HC-$3.29

In a study of paradigmatic responding, 14 educable mentally retarded (EMR) boys from a training school were matched on chronological age (CA) and Stanford-Binet IQ scores. Six served as controls, six as experimental subjects, and two as training controls. They were pretested individually for a baseline measure of their paradigmatic responses to noun stimuli. The experimental group was trained to choose high paradigmatic associations following selective monetary reinforcement of their correct choices; all were posttested immediately following training and after a 1-week interval. Results indicated that the EMR's learned the training task regardless of CA. The reinforcement training procedure had a significant effect ($p<.05$) in rapidly increasing the paradigmatic performance on the word association task, and this frequency of paradigmatic responding transferred from the training list to the posttest as well as to words not occurring on the training list but used as free associative stimuli on the posttest. The change ($p<.05$) was still evident 1 week after training. It was concluded that the relatively low incidence of paradigmatic word association responses found in EMR children reflected performance variables rather than a developmental lag in language of EMR children. (Author/SN)

EJ052442 PS501587

HELPING BEHAVIOR AMONG NORMAL AND RETARDED CHILDREN

Severy, Lawrence J.; Davis, Keith E. Child Development; 42; 4; 1017-31 Oct 71

Distinctions between psychological versus task helping and attempted versus achieved help were applied to the helping behaviors of normal and retarded children of 2 age groups observed in natural settings. (Authors)

EJ073172 EC051041

EFFECTS OF FILM-MEDIATED AGGRESSIVE AND AFFECTUAL MODELS ON BEHAVIOR

Talkington, Larry W.; Altman, Reuben American Journal of Mental Deficiency; 77; 4; 420-5 Jan 73

Two age and two ability level groups (educable and trainable) of 144 male retarded subjects were tested for aggressive and affective imitative responding subsequent to exposure to three modeling conditions. (Author)

EJ048850 EC040650
THE INFLUENCE OF BRIEF SOCIAL DEPRIVATION ON ACTIVITY OF MENTALLY RETARDED CHILDREN
Altman, Reuben Training School Bulletin; 68; 3; 165-9 Nov 71

EJ060501 PS502007
TREATMENT OF PROBLEMS ASSOCIATED WITH COGNITIVE AND PERCEPTUAL-MOTOR DEFICITS
Millman, Howard L. Child Welfare; 51; 7; 447-451 Jul 72

EJ051926 EC041078
MEASURE OF ACTIVITY LEVEL IN MENTALLY RETARDED CHILDREN AND ADOLESCENTS
Massey, Philip S.; And Others American Journal of Mental Deficiency; 76; 2; 259-61 Sep 71

DOC YEAR: 1972 VOL NO: 47 ABSTRACT NO: 05493
EVALUATING MOTOR PERFORMANCE OF TRAINABLE MENTALLY HANDICAPPED BOYS AND GIRLS, AGES EIGHT THROUGH TWENTY-ONE.
FULLER, DAVID A.
MICHIGAN STATE U.
DISSERTATION ABSTRACTS INTERNATIONAL 1971, SEP, VOL. 32(3-A), 1364-1365.

EJ068254 EC050499
OUTERDIRECTEDNESS AND THE PUZZLE PERFORMANCE OF NONRETARDED AND RETARDED CHILDREN
Drotar, Dennis American Journal of Mental Deficiency; 77; 2; 230-36 Sep 72
The study tested the outerdirectedness hypothesis that retarded children, in contrast to nonretarded children of equivalent mental age, use external cues rather than their own abilities to solve problems. (Author/GW)

EJ051900 EC041052
SOCIAL DEPRIVATION AND THE PERFORMANCE OF RETARDED AND NONRETARDED SUBJECTS ON THE RECTILINEAR DOT PROGRESSION TEST
Mosley, James L. American Journal of Mental Deficiency; 76; 1; 92-100 Jul 71

EJ009328 EC500590
MOTOR PROFICIENCY AND OTHER VARIABLES IN EDUCABLE MENTALLY RETARDED CHILDREN
Hofmeister, Alan Amer J Ment Deficiency; 74; 2; 264-8 69 Sep

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 03805
The effect of swimming upon self-concept and selected motor fitness components in educable mentally retarded children.
Keith, Charles A.
U. Southern Mississippi
Dissertation Abstracts International 1973 Mar Vol. 33(9-A) 4917

EJ051929 EC041081
MODELING AND ENVIRONMENTAL GENERALIZATION BY MENTALLY RETARDED SUBJECTS F F TELEVISED AGGRESSIVE OR FRIENDLY BEHAVIOR
Fechter, John V. American Journal of Mental Deficiency; 76; 2; 266-7 Sep 71

EJ051853 EC040972
SELF-MUTILATIVE BEHAVIOR IN THE CORNELIA DE LANGE SYNDROME
Bryson, Yvonne; And Others American Journal of Mental Deficiency; 76; 3; 319-24 Nov 71

ED038779 40 EC003339
THE RELATIONSHIP AMONG VARIOUS DICHOTOMOUS DESCRIPTIVE PERSONALITY SCALES AND ACHIEVEMENT IN THE MENTALLY RETARDED: A STUDY OF THE RELEVANT FACTORS INFLUENCING ACADEMIC ACHIEVEMENT AT VARIOUS CHRONOLOGICAL AGE LEVELS. INTERIM REPORT.
Ringelheim, Daniel; And Others
New York Univ., N.Y. School of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.-BR-6-2685
Grant-OEG-0-8-062685-172(032)
Pub Date Jun 68 Note-68p.
EDRS Price MF-$0.65 HC-$3.29

Five descriptive personality scales evaluating the individual's internal-external orientation were administered to 120 educable mentally handicapped children, 30 each at chronological age levels 9, 11, 13, and 15. Reading and arithmetic achievement tests were also given. Results indicated a significant relationship between three of the personality scales and achievement. In addition, the results demonstrated a significant relationship between the various scales at all age levels under consideration. A developmental trend across the age range was represented with responses tending to move toward an increasingly greater internal frame of reference with increasing age. Almost three-fourths of the document consists of statistical tables and charts as well as copies of the instruments used. (Author/JD)

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 03754
When WISC Verbal IQ is low.
Holroyd, Jean
Zumbro Valley Mental Health Center, Rochester, Minn.
Journal of Clinical Psychology 1968, 24(4), 457.

19 boys and 7 girls who obtained WISC Performance IQs of 25 points or more greater than Verbal IQs were compared to a control group of less than 10 points difference in Verbal and Performance IQs. The low verbal group showed speech, hearing, and/or reading problems but no brain damage or psychiatric diagnoses. There was greater frequency of mental retardation diagnosis among the criterion group.

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 06883
Examination and reevaluation of prosthetic lenses employing an operant procedure for measuring subjective visual acuity in a retarded child.
Macht, Joel
U. Denver
Journal of Experimental Child Psychology 1970, Oct, Vol. 10(2), 139-145

Examined and evaluated prosthetic lenses that were prescribed without a professional subjective visual-acuity examination. The procedure employed a bar-press response to Snellen ''E'' visual symbols viewed from varying distances. S was a 6-yr-old retarded female with severe bilateral strabismus and nystagmus. Evaluation of the prescribed lenses indicate their magnitude was too strong for the S to accommodate, thus accounting for nonglass-wearing behavior of the S. Reevaluation resulted in a decrease of more than +3 diopters of refraction of lens size. Suggestions are offered regarding prerequisite inclusions for procedures for obtaining psychophysical threshold information from children.

EJ051939 EC041091
IDIOT SAVANTS: ANOTHER VIEW
LaFontaine, Louise; Benjamin, Gerald E. Mental Retardation; 9; 6; 41-2 Dec 71

Suggested are possible areas of investigation to further clarify issues related to both idiot savants and to the cognitive functioning of retarded children and the population in general. (KW)

EJ010839 EC500744
THE RELIABILITY OF MENTAL RETARDATES IN JUDGING SUBJECTIVE PHENOMENA — PART II
Kopatic, Nicholas J.; Kopatic, Neda Training Sch Bull; 66; 2; 86-8 69 Aug

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 07796
The efficacy of a precision teaching approach with trainable mentally retarded children.
Mefford, John P.
Indiana U.
Dissertation Abstracts International 1973 May Vol. 33(11-A) 6206-6207

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 01098
A case of borderline thought disorder.
Searles, Harold F.
International Journal of Psycho-Analysis 1969, Oct, Vol. 50(4), 655-664

Presents a case report in which repression of oral activities (sucking and biting impulses) hindered flow of speech and thought.

ED044873 EC030842
RESISTANCE TO EXTINCTION IN MENTALLY RETARDED CHILDREN UNDER CONDITIONS OF STIMULUS VARIATION. FINAL REPORT.
Hiner, Gladys; Viney, Wayne
Oklahoma City Univ., Okla.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.-BR-7-G-073
Grant-OEG-7-8-000073-0028-(010)
Pub Date Mar 69 Note-33p.
EDRS Price MF-$0.65 HC-$3.29

To investigate the resistance to extinction in mentally handicapped children under conditions of stimulus variation, three experiments involving mildly retarded children were conducted. Test procedures were altered somewhat in each case (the new learning task chosen for the second experiment being a reversal shift of experiment one), and the third experiment being a continuation of one which was an investigation of resistance to extinction as a function of the number of stimulus components common to acquisition and extinction. It was felt that the three experiments together provided a strong support for a stimulus variation explanation of extinction, as well as indicating that attempts to try alternative responses in extinction were retarded when the stimulus conditions of acquisition and extinction were similar. (CD)

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 09279
The epidemiology of dangerous drugs and other substances among the educable mentally retarded.
Baldrate, Tracy A.
U. Alabama
Dissertation Abstracts International 1972 Dec Vol. 33(6-A) 2787

EJ038015 UD500965
DRUGGING AND SCHOOLING
Witter, Charles Transaction; 8; 9/10; 30-34 Jul/Aug 71

Use of drugs have been advocated for the child who has been diagnosed as having minimal brain dysfunction--an idea examined in Congressional hearings of the House Privacy Subcommittee, September 1970. Article is a critique of the hearings. ((DM)

EJ036073 EA501451
PILLS FOR CLASSROOM PEACE?
Ladd, Edward T. National Elementary Principal; 50; 5; 42-47 Apr 71

The use of drugs to modify child behavior disorders and the risks involved are discussed. Safeguards are suggested to protect children. (A related article is EA 501 452.) (MF)

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 03153
Effects of brief social deprivation and social satiation on binary-choice performance of mentally retarded children.
Angel, Norris N.
U. Georgia
Dissertation Abstracts International 1973 Mar Vol. 33(9-A) 4973

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 03234
The effects of praise on the use of action concepts in retarded children.
Holder, Loreta O.
Southern Illinois U.
Dissertation Abstracts International 1973 Mar Vol. 33(9-A) 1938

EJ002507 EC500105
VISUAL IMAGERY AS A FACTOR IN TEACHING ELABORATIVE TO MENTALLY RETARDED CHILDREN
Christiansen, Ted Except Children; 35; 7; 539-41 69 Mar

EJ006259 EC500291
EFFECTS OF AN INTENSIVE MOTOR SKILLS TRAINING PROGRAM ON YOUNG EDUCABLE MENTALLY RETARDED CHILDREN
Ross, Sheila A. Amer J Ment Deficiency; 73; 6; 920-6 69 May

EJ015833 EC500988
THE PHYSICAL FITNESS AND MOTOR PERFORMANCE OF EDUCABLE MENTALLY RETARDED CHILDREN
Rarick, G. Lawrence; and others Except Children; 36; 7; 509-19 70 Mar

EJ051904 EC041056
CONCEPT-USAGE PERFORMANCE: ABSTRACTION ABILITY, NUMBER OF REFERENTS, AND ITEM FAMILIARITY
Blount, William R. American Journal of Mental Deficiency; 76; 1; 125-9 Jul 71

EJ018615 EC501135
THE DISTRACTION EFFECTS OF VIDEO TAPE RECORDING PROCEDURES IN A CLASSROOM OF EDUCABLE MENTALLY RETARDED CHILDREN
Reichard, Cary L.; Reid, William R. J Spec Educ; 3; 4; 411-6 69 W

ED002806 24

A STUDY OF SOCIAL ADEQUACY AND OF SOCIAL FAILURE ON MENTALLY RETARDED YOUTH IN WAYNE COUNTY, MICHIGAN.

LEE, JOHN J. ; AND OTHERS

Detroit Public Schools, Mich.; Wayne County Training School, Northville, Mich.; Wayne State Univ., Detroit, Mich.

Report No.-CRP-178

Pub Date 30JUN59 Note-563P.

EDRS PRICE MF-$0.65 HC-$19.74

THE EDUCATION AND SUBSEQUENT SOCIAL ADJUSTMENT OF RETARDED CHILDREN AND YOUTH OF WAYNE COUNTY TRAINING SCHOOL AND SPECIAL CLASSES IN DETROIT PUBLIC SCHOOLS WERE INVESTIGATED. DATA FOR THE 400 MENTALLY RETARDED AND 100 NORMAL SUBJECTS WERE OBTAINED FROM INTERVIEW QUESTIONNAIRES, RECORDS FROM SCHOOLS, POLICE, EMPLOYERS, SOCIAL AGENCIES, AND THE ARMED FORCES. EXTENSIVE DATA ON THE BACKGROUND AND BEHAVIOR OF THE RETARDED SUBJECTS WERE OBTAINED FOR DEVELOPMENTAL HISTORY FACTORS OR COMBINATION OF FACTORS FOR OUTCOME. DATA FOR BOTH GROUPS ON AGE AND TIME FACTORS, INTELLIGENCE LEVELS, ACADEMIC ACHIEVEMENT, FAMILY ORIGIN, FAMILY CONTINUITY, FAMILY CHARACTERISTICS, HOME ENVIRONMENT. SUBJECT BEHAVIOR, JUVENILE OFFENSES, AND RATINGS IN MANUAL ARTS, SHOP ACHIEVEMENT, PERSONALITY, AND PHYSICAL DEFECTS WERE INCLUDED. THE MAJOR FINDINGS RECOMMENDED EARLIER PLACEMENT, LONGER RETENTION IN SPECIFIC SCHOOLS OR CLASSES, MORE COMPREHENSIVE DIAGNOSIS, EXTENSIVE CURRICULAR REVISION AND EXTENSION, BETTER VOCATIONAL TRAINING AND JOB PLACEMENTS, CAREFUL AND COMPREHENSIVE TEACHER PREPARATION, ADEQUATE AND PROTECTIVE LIVING SITUATIONS, SPECIAL ATTENTION FOR THE NEGRO RETARDED, AND BETTER CASE WORK FOLLOWUP AND SUPERVISION FOR WORK, HOME, AND COMMUNITY RELATIONS. IN CONCLUSION, THE STUDY HAS SHOWN POSTGRADUATE SCHOOL ADJUSTMENT OF THE MENTALLY RETARDED FAR LESS ADEQUATE THAN PREVIOUSLY THOUGHT AS COMPARED WITH THE NORMAL. (GC)

ED026785 EC003430

AN INTRODUCTION TO DEVELOPMENT OF CURRICULUM FOR EDUCABLE MENTALLY RETARDED VISUALLY HANDICAPPED ADOLESCENTS.

American Foundation for the Blind, New York, N.Y.

Pub Date 68 Note-46p.

EDRS Price MF-$0.65 HC-$3.29

Suggestions for curriculum development for educable mentally handicapped, visually handicapped students aged 13 to 18 years are presented. A discussion of communication skills includes the areas of listening, oral communication, reading, writing, and spelling and teaching methods for each. The goals of the computation skills sequence, basic understanding of mathematical concepts, and transfer of knowledge to other situations are discussed along with skills to be taught. Units are described for instruction in family and social living and health; also described is an industrial arts program involving machine operation techniques, woodworking, metal working, power mechanics, home repairs, electricity, and ceramics. Uses of a sighted guide, arm positions, trailing, squaring off, direction taking, orientation with others and self orientation, and skill testing are outlined in the unit on orientation and mobility. Recommendations are also made in the fields of physical education, science, and social studies. (LE)

DOC YEAR: 1972 VOL NO: 47 ABSTRACT NO: 09456
FUNCTIONAL SPEECH DISORDERS AND PERSONALITY: A DECADE OF RESEARCH.
BLOCH, ELLIN L.; GOODSTEIN, LEONARD D.
U. CINCINNATI
JOURNAL OF SPEECH & HEARING DISORDERS 1971, AUG, VOL. 36(3), 295-314

SUMMARIZES AND EVALUATES RESEARCH LITERATURE PUBLISHED BETWEEN 1958 AND 1968, RELATING MEASURED PERSONALITY AND ADJUSTMENT TO THE FUNCTIONAL (NONORGANIC) SPEECH PROBLEMS. THE LITERATURE STUDIED INCLUDES THAT ON PROBLEMS OF ARTICULATION, DELAYED SPEECH, VOICE, AND STUTTERING. THE LITERATURE REVIEWED DEALT WITH EITHER CHILDREN SUFFERING FROM ONE OF THESE DISORDERS, THEIR PARENTS, OR ADULTS SO HANDICAPPED. FEW CONCLUSIVE FINDINGS WERE DERIVED AND FEW NEW PERSPECTIVES WERE DEVELOPED REGARDING THE ROLE OF PERSONALITY VARIABLES IN THE FUNCTIONAL SPEECH DISORDERS UNDER STUDY.

DOC YEAR: 1970 VOL NO: 44 ABSTRACT NO: 21367
Strictly for teachers: ''Yes, but what do you do?''
Douglas, Donald B.
Speech Rehabilitation Inst., New York, N.Y.
Journal of Learning Disabilities 1968, 1(8), 473-479.

Points out that the basic process ''exemplified in stuttering is not merely an unfortunate habit, a symptom to be removed, or some deficit to be corrected by training,'' but it is the most striking example of stimulus binding in the psychic functions at the highest level of CNS functioning. It is suggested that there is in stuttering those basic functions of mind, demonstrated ''in clear motoric expression whose results we experience but which eludes every attempt at description,'' and that ''what happens in stuttering, in its binding in speech and speech in thought is what happens in neurosis, in behavior disorders, in life.'' It is further suggested that while stuttering is so obvious, intransient, and seemingly simple, it may force us to escape the boundaries imposed by the laws of human reason and let the life process effect its own cure, i.e., ''if our therapy were more 'complete,' perhaps no one would recover, but . . . the life process goes beyond human interference . . . just as the stutterer speaks normally when he is living spontaneously.''

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 12014
Children with oral communication disabilities.
Hull, Forrest M.; Hull, Mary E.
Colorado State U.
In L. M. Dunn (Ed.), Exceptional children in the schools: Special education in transition. (2nd ed.). New York, N.Y.: Holt, Rinehart & Winston, 1973. xiii, 610 p

Traces the development of speech and oral language and discusses speech disabilities related to CNS impairment and to impaired hearing, cerebral palsy, cleft palate, and mental retardation. Identification and remediation procedures for each are detailed. (78 ref.)

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 07376
Semantic features in language development.
Bloom, Lois
Teachers Coll., Columbia U.
In R. L. Schiefelbusch (Ed.), Language of the mentally retarded. (See PA, Vol. 49:Issue 4) 19-33

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 09346
Speech and hearing disorders in children.
Alpiner, Jerome G.
U. Denver
Boston, Mass.: Houghton Mifflin, 1970. xi, 87 p
Presents a comprehensive overview of communication processes and disorders in young people. Specific details of the respiratory, articulatory, and hearing mechanisms, causes of speech and hearing defects, and numerous approaches to remediation are presented. Suggestions are made for counseling and vocational planning for the impaired child. (47 ref.)

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 05395
An experimental study of the effects of fluency feedback and stuttering feedback on the subsequent frequency of stuttering, utterance duration, and latency of response.
Jensen, Flora H.
U. Southern California
Dissertation Abstracts International 1973 Apr Vol. 33(10-B) 5048-5049

DOC YEAR: 1967 VOL NO: 41 ABSTRACT NO: 12328
SUGGESTIONS FOR PHYSIOLOGICAL RESEARCH IN DYSARTHRIA.
HARDY, J. C.
U. IOWA
CORTEX 1967 , 3(1), 128-156.
''THERE HAVE BEEN NUMEROUS SUGGESTIONS IN THE LITERATURE THAT THE PRINCIPLES OF EXPERIMENTAL PHONETICS BE APPLIED TO THE STUDY OF DYSARTHRIA. THIS . . . IS AN ATTEMPT TO DEMONSTRATE THE VALUE OF SUCH RESEARCH. THE RESEARCH TECHNIQUES DESCRIBED HERE ARE DESIGNED PRIMARILY FOR THE STUDY OF BOTH NORMAL AND ABNORMAL SPEECH PHYSIOLOGY. WHILE THIS TYPE OF STUDY SEEMS POTENTIALLY OF VALUE, THERE UNDOUBTEDLY ARE OTHER AVENUES OF SPEECH SCIENCE INVESTIGATION THAT ALSO HOLD POTENTIAL CONTRIBUTIONS TO THE UNDERSTANDING OF DYSARTHRIC PROBLEMS. 2 CASE DESCRIPTIONS ARE PRESENTED TO ILLUSTRATE THE PROCEDURES USED IN ATTEMPTS TO SPECIFY THE SPEECH PHYSIOLOGY PROBLEMS OF DYSARTHRIC SS.''

DOC YEAR: 1971 VOL NO: 46 ABSTRACT NO: 03556
A study of the human figure drawings of children with language disorders.
Danwitz, Mary W.
Dissertation Abstracts International 1970, Dec, Vol. 31(6-B), 3749.

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 06766
Volume feedback and generalization techniques in shaping speech of an electively mute boy: A case study.
Norman, Arthur; Broman, Harvey J.
Georgia Mental Health Inst., Atlanta
Perceptual & Motor Skills 1970, Oct, Vol. 31(2), 463-470
An electively mute 12-yr-old boy was successfully treated using positive reinforcement procedures. Visual feedback from the volume-level meter of a tape recorder was used to help in inducing sounds and to aid in raising speech volume. Various other techniques were employed in 44 sessions lasting from 30 min.-1 hr. to increase the rate of speech and to generalize it to a variety of environmental situations.

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 14395
LINGUISTIC CONCEPTS AND THE CEREBRAL PALSIED CHILD.
TROMBLY, THELMA
U. MISSOURI
CEREBRAL PALSY JOURNAL 1968 , 29(2), 7-8.
LANGUAGE THERAPY OF A KIND CAN BE GIVEN IN THE SPEECH CLINIC, BUT IT CAN NEVER BE GIVEN THERE COMPLETELY. LANGUAGE IS A BASIC PART OF THE CHILD'S TOTAL LIFE AND MUST BE INTERTWINED WITH ALL OF HIS EXISTENCE. FURTHERMORE, IT IS MOST EASILY LEARNED AT MOMENTS WHEN THE CHILD REACTS, OR CAN BE MADE TO REACT, TO SOME SPECIFIC EXPERIENCE. IF HE HAS LANGUAGE, THE CHILD CAN USUALLY BE TAUGHT TO COMMUNICATE IN 1 WAY OR ANOTHER. IF HE DOES NOT HAVE LANGUAGE, EVEN PERFECT ARTICULATION WILL BE MEANINGLESS.

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 17500
LINGUISTIC WORD CLASSES IN THE SPOKEN LANGUAGE OF NORMAL, HARD-OF-HEARING AND DEAF CHILDREN.
BRANNON, JOHN B., JR.
OHIO STATE U.
JOURNAL OF SPEECH + HEARING RESEARCH 1968 , 11(2), 279-287.
ANALYZED THE SPOKEN LANGUAGE OF 3 GROUPS OF SS-NORMAL, HARD-OF-HEARING, AND DEAF-BY MEANS OF A NEW CLASSIFICATION SYSTEM DEVISED BY JONES, GOODMAN, AND WEPMAN. EACH SPOKEN WORD WAS SORTED INTO 1 OF 14 WORD CLASSES. GROUP MEANS FOR EACH WORD CLASS WERE COMPARED. IT IS CONCLUDED THAT A SIGNIFICANT HEARING IMPAIRMENT REDUCES PRODUCTIVITY OF BOTH TOKENS AND TYPES OF WORDS. A MODERATE IMPAIRMENT LOWERS THE USE OF ADVERBS, PRONOUNS, AND AUXILIARIES; A PROFOUND IMPAIRMENT REDUCES NEARLY ALL CLASSES. IN PROPORTION TO TOTAL WORD OUTPUT, THE DEAF OVERUSED NOUNS AND ARTICLES, UNDERUSED PREPOSITIONS, QUANTIFIERS, AND INDEFINITES.

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 09625
Communicative skills for trainables.
Happ, F. William; Lyon, Susan
Mental Retardation 1972 Oct Vol. 10(5) 38-39
Describes a specific approach developed over 4 yr. to teach trainable children communicative skills within a wide scope of social behavior.

DOC YEAR: 1972 VOL NO: 47 ABSTRACT NO: 03482
MOTHER-CHILD INTERACTION AND ITS RELATIONSHIP TO SPEECH DISORDERS.
KAPLAN, NETTA R.
WAYNE STATE U.
JOURNAL OF COMMUNICATION DISORDERS 1970, NOV, VOL. 3(3), 198-206

EXAMINED THE HYPOTHESIS THAT FUNCTIONAL ARTICULATORY DISORDERS MAY BE EXPLAINED AS ''SCAPEGOAT'' ROLE BEHAVIOR WITHIN THE FAMILY DYNAMICS MODEL. THE VERBAL BEHAVIOR OF 26 MOTHERS TOWARD 2 OF THEIR CHILDREN 1 WITH A FUNCTIONAL ARTICULATORY DISORDER AND 1 SPEECH-SYMPTOM FREE WAS STUDIED. THESE MOTHERS DID NOT TREAT THEIR CHILDREN DIFFERENTLY ON THE BASIS OF THE SPEECH SYMPTOM UNDER NONACHIEVEMENT ORIENTED CONDITIONS AND WHERE THE SPEECH-SYMPTOM CHILD WAS THE OLDER SIBLING. UNDER ACHIEVEMENT CONDITIONS AND WHEN THE SPEECH-SYMPTOM CHILD WAS YOUNGER, MOTHERS WERE MORE DIRECTIVE, SUPPORTIVE, AND NEGATIVE TOWARD THE SPEECH-SYMPTOM CHILD. RESULTS ARE INTERPRETED AS CONSISTENT WITH THE ''SCAPEGOAT'' EXPLANATION. THE APPLICATION OF THE MODEL FOR TREATMENT OF CHILDREN WITH FUNCTIONAL ARTICULATORY SPEECH DEFECTS IS DISCUSSED.

DOC YEAR: 1967 VOL NO: 41 ABSTRACT NO: 12331
REMOVING SEGMENTS FROM A SPEECH SAMPLE.
MUMA, JOHN; BROWN, BOBBY R.
PENNSYLVANIA STATE U.
JOURNAL OF SPEECH + HEARING DISORDERS 1967 , 32(2), 121-125.

A METHOD FOR OBTAINING SPEECH SAMPLE SEGMENTS WHICH EMPLOYS THE SPECTROGRAPH IS DESCRIBED. THIS INSTRUMENT WAS DESIGNED TO DELINEATE GRAPHICALLY THE CONTINUUM OF DATA IN A SPEECH SAMPLE. ITS ADVANTAGE IS THAT IT PROVIDES GOOD VISUAL AND ACOUSTIC REFERENCE FOR ESTABLISHING CUT POINTS. A SEGMENT MAY BE RECORDED WITH ITS SURROUNDING ENVIRONMENT EXCISED, TYPE A; OR THE SEGMENT MAY BE EXCISED WITH THE ENVIRONMENT REMAINING INTACT, TYPE B. THE SPEECH SEGMENT IS RERECORDED DIRECTLY FROM THE PLAYBACK HEAD OF THE SPECTROGRAPH. THE ORIGINAL SPEECH SAMPLE OR ANY PORTION THEREOF CAN BE RERECORDED FROM THIS SOURCE AT ANY STAGE IN THE PROCEDURE.

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 05060
THE ROLE OF LANGUAGE IN THE DEVELOPMENT OF ABSTRACT THINKING: A COMPARISON OF HARD-OF-HEARING AND NORMAL-HEARING CHILDREN ON LEVELS OF CONCEPTUAL THINKING.
PETTIFOR, JEAN L.
WAYNE STATE U.
DISSERTATION ABSTRACTS 1967 , 28(3-B), 1206-1207.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 07048
The general problem of language disabilities in children.
Marge, Michael
U.S. Dept. of Health, Education, & Welfare, Washington, D.C.
In J. V. Irwin & M. Marge (Eds.), Principles of childhood language disabilities. New York, N.Y.: Appleton-Century-Crofts, 1972. xiii, 406 p

Examines theories and perspectives on language acquisition in childhood and presents a theoretical synthesis. Types of disabilities are defined and classified. Services and intervention techniques are also reviewed. (59 ref.)

ED002795 24

A STUDY OF THE RELATIVE EFFECTIVENESS OF DIFFERENT APPROACHES OF SPEECH TRAINING FOR MENTALLY RETARDED CHILDREN.

LASSERS, LEON ; LOW, GORDON
San Francisco State Coll., Calif.
Report No.-CRP-165
Contract-OEC-SAE-6904
Pub Date 60 Note-189P.
EDRS PRICE MF-$0.65 HC-$6.58

SPEECH IMPROVEMENT TECHNIQUES FOR MENTAL RETARDATES WERE EXAMINED USING COMMUNICATION-CENTERED SPEECH THERAPY TO ENHANCE ARTICULATION AND GENERAL ORAL PRODUCTION AND TO IMPROVE SUCH RELATIONSHIP ATTRIBUTES AS COMMUNICATIVE INITIATIVE AND EASE IN SOCIAL SITUATIONS. A BATTERY OF TEST DEVICES WAS DEVELOPED, INCLUDING THE SAN FRANCISCO INVENTORY OF COMMUNICATIVE EFFECTIVENESS (SFICE) WHICH USES A COMMUNICATIVE ATTRIBUTES RATING SCALE AND A VERBAL OUTPUT SCALE, AN ARTICULATION PROFILE, AND A SOUND DISCRIMINATION TEST. TWO TYPES OF SPEECH TRAINING WERE USED IN THE STUDY--CONVENTIONAL THERAPY AND COMMUNICATION-CENTERED THERAPY. TESTS WERE ADMINISTERED TO EXPERIMENTAL SUBJECTS PRIOR TO AND AFTER THERAPY AND TO CONTROL SUBJECTS WHO RECEIVED NO THERAPY. CLINICAL EXPERIENCE GAINED DURING THE PROGRAM INDICATED THE EFFECTIVENESS OF COMMUNICATION-CENTERED SPEECH THERAPY, USING APPROACHES DUPLICATING REAL-LIFE EXPERIENCES RATHER THAN A DRILL-TYPE INSTRUCTIONAL APPROACH. HOWEVER, SINCE THIS STUDY WAS NOT DESIGNED TO SPECIFY AND TEST INDIVIDUAL PRINCIPLES AND TECHNIQUES OF COMMUNICATION-CENTERED SPEECH THERAPY, FURTHER STUDY OF THIS APPROACH IS RECOMMENDED IN WHICH ITS SPECIFIC FEATURES WILL BE MORE THOROUGHLY APPRAISED. (JH)

EJ020511 EC501163

EFFECTS OF LINGUISTIC STRUCTURE AND DELAY ON MEMORY SPAN OF EMR CHILDREN

Semmel, Melvyn I.; Bennet, Stanley W. Amer J Ment Deficiency; 74; 5; 674-80 70 Mar

EJ081319 EC051945

LANGUAGE DEVELOPMENT AND EPISTEMIC BEHAVIOR

Patterson, E. Gene; Rowland, G. Thomas Education and Training of the Mentally Retarded; 8; 1; 18-23 Feb 73

The application to retarded persons of sound theory relating language development and the need to know, scientifically known as epistemic behavior, can aid the retarded individual's intellectual functioning. (Author/DB)

EJ025950 EC006212

MATRIX LANGUAGE PROGRAM WITH MONGOLOIDS

Talkington, Larry W.; Hall, Sylvia M. Amer J Ment Deficiency; 75; 1; 88-91 Jul '70

DOC YEAR: 1971 VOL NO: 46 ABSTRACT NO: 03750
A comparative study of verbal expressive language with trainable retarded children.
Coons, Dale E.
Inidana U.
Dissertation Abstracts International 1970, Dec, Vol. 31(6-A), 2785.

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 10246
Verbal conditioning in Level I retardates: A supplementary report.
Doubros, Steve G.
Diocesan Child Guidance Center, Columbus, O.
Psychological Reports 1968, 23(2), 591-594.

Checked the findings of an earlier study by the author (See 41:7) regarding the presence of verbal conditioning in retarded children. 6 groups of Level I retardates, (3 experimental and 3 control) took part. Each experimental group was exposed to the conditioning of 1 of 3 verbal classes: human-, animal-, and nature-designate. Verbal reward increased the frequency of verbal-class choice significantly over the control groups, whereas absence of such reward did not increase the frequency. Words describing humans had appreciably higher levels of choice than words designating animals or phenomena of nature. Although these findings seem to support and extend the author's previous data, the observed inconsistencies in response levels raise certain reservations about the efficacy of the verbal-conditioning effect among the intellectually handicapped.

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 02538
Operant conditioning principles in the treatment of a selectively mute child.
Nolan, J. Dennis; Pence, Connie
Ohio State U.
Journal of Consulting & Clinical Psychology 1970, Oct, Vol. 35(2), 265-268

Reports the treatment of a 10-yr-old selectively mute girl. Over the course of 8 mo. of almost continuous contact, relatively normal speaking patterns were generated. At a 1-yr follow-up, her speech was indistinguishable from that of her classmates. She had improved even further in the ''natural'' environment and no new problems had developed.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 07016
Principles of childhood language disabilities.
Irwin, John V.; Marge, Michael
Memphis State U.
New York, N.Y.: Appleton-Century-Crofts, 1972. xiii, 406 p

Examines the problem in 4 major categories: linguistic approaches, etiological views, identification and diagnosis, and management and corrective education.

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 02925
Mediated language acquisition for dysphastic children.
Gray, B. B.; Fygetakis, L.
Monterey Inst. for Speech & Hearing, Calif.
Behavior Research & Therapy 1968, 6(3), 263-280.
Discusses the utility of programed conditioning. Emphasis is placed on the description, application, and results of the method which was used in language training for linguistically divergent children. The results suggest that programed conditioning is an effective procedure for training in a variety of linguistic performance deficits. (20 ref.)

DOC YEAR: 1970 VOL NO: 44 ABSTRACT NO: 19134
Patterning of deviant articulation behavior.
Weber, Jack L.
Ithaca Coll.
Journal of Speech & Hearing Disorders 1970, 35(2), 135-141.
Phonetic, phonemic, and auditory discrimination analyses were carried out for 18 Ss with moderate to severe articulation disorders. Results led to the discovery of principles, patterns, or rules that seemed to govern each child's deviant speech behavior. Most Ss exhibited either 2 or 3 deviant patterns. Treatment was based on 2 principles, which differed from traditional articulation therapy: (a) an entire pattern or category was taught at once rather than 1 sound at a time, and (b) the child was taught to consciously contrast the incorrect feature with the correct feature throughout therapy.

DOC YEAR: 1970 VOL NO: 44 ABSTRACT NO: 15107
Use of a storage oscilloscope in speech therapy.
Schwartz, Martin F.
Temple U.
Journal of Speech & Hearing Disorders 1969, 34(2), 111-112.
A storage oscilloscope and microphone were used to teach a 4-yr-old girl to produce normal-sounding transitions between initial fricatives and adjacent vowels. The child was diagnosed medically as having an inadequate soft palate. All vowels and diphthongs were nasal. Plosives, fricatives, and affricates were replaced by glottal stops or were omitted. She was fitted with a speech prothesis, and in speech therapy was shown patterns of correct sound production on the oscilloscope and encouraged to attempt to reproduce them.

DOC YEAR: 1971 VOL NO: 46 ABSTRACT NO: 03551
Performance of children with articulation disability on visuomotor and auditory-vocal memory tasks under conditions of visual-auditory stimulation.
Anderson, Elaine R.
Syracuse U.
Dissertation Abstracts International 1970, Dec, Vol. 31(6-B), 3747.

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 14337

AN AUDITORY APPROACH TO PHONICS INSTRUCTION.

SERIO, MARTHA; BRIGGS, BEVERLY

COLUMBUS PUBLIC SCHOOLS, O.

ACADEMIC THERAPY QUARTERLY 1967 -1968, 3(2), 123-129.

THE METHOD DESCRIBED IS USED WITH THE SPEECH DEFECTIVE CHILD ''TO ENABLE HIM TO IDENTIFY AND CORRECT HIS INCORRECT SPEECH SOUNDS AND THEN TO DETERMINE WHERE THE CORRECTED SOUNDS SHOULD BE USED IN HIS SPEECH.'' THE METHOD USES AUDITORY DISCRIMINATION LISTS.

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 06825

Speech therapy for the learning disabled child.

Byers, Vincent W.

Louisiana State U., Medical Center, New Orleans

Journal of Learning Disabilities 1969, Jul, Vol. 2(7), 363-367

Describes 2 functions of the ear: 1 while the individual is talking, the other while he is listening. The understanding of the differences is important for the clinician engaged in speech therapy with the hearing impaired child. A therapy program is outlined, utilizing the proprioceptive and tactile mechanisms as primary source information with the auditory as secondary, for the correction of defective articulatory sounds in hearing impaired children with learning problems.

DOC YEAR: 1970 VOL NO: 44 ABSTRACT NO: 15103

Contingencies and consequences in speech therapy.

McReynolds, Leija V.

U. Kansas, Kansas City

Journal of Speech & Hearing Disorders 1970, 35(1), 12-24.

In speech therapy 3 related events occur: the antecedent event or stimulus presentation, behavior in the presence of the stimulus or the child's response, and the consequent event or the clinician's response. Types of consequent events used to modify behavior are (a) consequent events to increase behavior such as positive reinforcement and negative reinforcement; and (b) consequences which decrease behavior such as aversive stimuli, time-out from positive reinforcement, and response cost. In the clinical situation these can be used concurrently.

DOC YEAR: 1967 VOL NO: 41 ABSTRACT NO: 12332

ESTABLISHING FUNCTIONAL SPEECH IN ECHOLALIC CHILDREN.

RISLEY, TODD; WOLF, MONTROSE

U. KANSAS

BEHAVIOUR RESEARCH + THERAPY 1967 , 5(2), 73-88.

SUMMARIZES RESEARCH IN THE DEVELOPMENT OF SPEECH IN ECHOLALIC CHILDREN. THE PROCEDURES ARE BASED ON OPERANT BEHAVIOR-MODIFICATION TECHNIQUES SUCH AS: (1) SHAPING AND IMITATION TRAINING FOR THE DEVELOPMENT OF SPEECH; (2) FADING IN OF NEW STIMULI AND FADING OUT OF VERBAL PROMPTS TO TRANSFER THE SPEECH FROM IMITATIVE CONTROL TO CONTROL BY APPROPRIATE STIMULUS CONDITIONS; AND (3) EXTINCTION AND TIME-OUT FROM REINFORCEMENT FOR THE REDUCTION OF INAPPROPRIATE BEHAVIOR IN CONJUNCTION WITH THE DIFFERENTIAL REINFORCEMENT OF APPROPRIATE RESPONSES WHICH ARE INCOMPATIBLE WITH THE INAPPROPRIATE BEHAVIOR.

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 02865
Language therapy for the non-speaking retarded child.
Goda, Sidney
120 Grand St., White Plains, N.Y.
Mental Retardation 1969, Aug, Vol. 7(4), 22-25

Presents guidelines and specific procedures for a language program for children with severe deficits affecting both the encoding and decoding of language. The level of a child's speech comprehension is as important as his speech level in such a program, and should determine the materials which will be spoken or read to him. It is stressed that success depends upon the child's level of understanding, and that this should never be assumed without definite proof. The initial goal of language therapy is to make language symbols meaningful, and in teaching the nonspeaking retarded child should be associated with activities which he finds pleasurable. The use of coloring books, index cards with pictured objects, puzzles, simple toys, intraverbal responses, and carefully selected reading materials are described. It is suggested that the management and eventual placing of a retarded child in a home, is greatly facilitated when he has learned to substitute language for overt behavior.

DOC YEAR: 1972 VOL NO: 47 ABSTRACT NO: 09500
CORRECT AND INCORRECT RESPONSE RATES AS BASIC DEPENDENT VARIABLES IN THE OPERANT CONDITIONING OF SPEECH IN NON-VERBAL SUBJECTS.
DRASH, PHILIP W.; CALDWELL, LYNN R.; LEIPOWITZ, J. MICHAEL
JOHN F. KENNEDY INST. FOR HABILITATION OF THE MENTALLY & PHYSICALLY HANDICAPPED CHILD, BALTIMORE, MD.
PSYCHOLOGICAL ASPECTS OF DISABILITY 1970, MAR, VOL. 17(1), 16-23

CONDUCTED 4 PROGRAMMED SESSIONS OF 14 MIN. EACH WITH A 71/2-YR-OLD NONVERBAL MALE WITH AN IQ OF 25. 4 EXPERIENCED THERAPISTS SERVED AS ES AND A 5TH AS AN O. ''THE USE OF CORRECT AND INCORRECT RESPONSE RATES MAY SERVE AS THE BASIS FOR STANDARD OPERANT DIAGNOSTIC PROCEDURES WHICH CAN BE USED TO IDENTIFY DEFICIENCIES IN SPEECH ACQUISITION AT A VERY EARLY AGE, PERHAPS AS EARLY AS 6 MONTHS OF AGE. THE RESULTS SUGGEST FURTHER THAT CORRECT AND INCORRECT RESPONSE RATES ARE SENSITIVE, DEPENDENT VARIABLES AGAINST WHICH THE EFFECTS OF INDEPENDENT VARIABLES SUCH AS STIMULUS COMPLEXITY, SCHEDULES OF REINFORCEMENT AND EXPERIMENTER DIFFERENCES MAY BE EVALUATED.''

DOC YEAR: 1967 VOL NO: 41 ABSTRACT NO: 03206
A NATIONAL SPEECH AND HEARING SURVEY.
HULL, FORREST M.; TIMMONS, ROY J.
COLORADO STATE U.
JOURNAL OF SPEECH + HEARING DISORDERS 1966 , 31(4), 359-361.

THERE IS NO RELIABLE INFORMATION CONCERNING THE INCIDENCE OF SPEECH AND HEARING DISORDERS IN SCHOOL CHILDREN. FIGURES RANGING FROM 1%-22% OF THE SCHOOL POPULATION ARE FOUND. MORE RELIABLE FIGURES ARE NEEDED IN THE DEVELOPMENT OF PUBLIC SCHOOL SPEECH THERAPY PROGRAMS AND IN THE TRAINING OF PERSONNEL TO STAFF THESE PROGRAMS. A PLAN FOR A PILOT STUDY IN THE INCIDENCE OF SPEECH DEFECTS IN THE SCHOOL POPULATION IS DESCRIBED. THIS PROJECT WILL MAKE USE OF SPECIALLY TRAINED PERSONNEL WORKING FROM MOBILE UNITS PROVIDING A SOUND CONTROLLED TESTING AREA.

EJ014607 EC500971

A STUDY OF SOME ASPECTS OF LANGUAGE DEVELOPMENT IN EDUCATIONALLY SUBNORMAL PUPILS

Lovell, K.; and others J Spec Educ; 3; 3; 275-84 69 F

EJ051891 EC041043

COGNITION AND LANGUAGE IN MENTAL RETARDATION: A REPLY TO BALLA AND ZIGLER

Milgram, Norman A. American Journal of Mental Deficiency; 76; 1; 33-41 Jul 71

Referred to are Luria's theory of verbal mediational deficiency in retarded subjects and the author's previous study on concept formation regarding sameness, symmetry, and opposition. (KW)

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 01211

Differential diagnosis of disorders in the development of language and speaking.

Grevel, F.

130 Vondelstraat, Amsterdam, Netherlands

Acta Neurologica et Psychiatrica Beligica 1967, 67(11), 861-866.

Cites examples such as the inability of most linguists, psychologists, and many speech pathologists to distinguish between delay or insufficiency in language learning from articulation difficulties, between physiological development of the child's oral muscles and articulation, or between phonetic and phonemic development, in order to emphasize the necessity for a differential diagnosis in treating neurolinguistic disorders. A thorough knowledge of speech development and use of language, insight into intellectual capacities, specific language endowment, neurological disorders, including the influence of environmental factors, are considered essential for a successful career in neuropsychopathology.

DOC YEAR: 1971 VOL NO: 46 ABSTRACT NO: 03752

Discrimination learning in normal and retarded children as a function of instructions, cue locus, and cue relevance: A test of the outer-directedness formulation of children's problem solving.

Drotar, Dennis D.

U. Iowa

Dissertation Abstracts International 1970, Dec, Vol. 31(6-B), 3702.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 08613

The influence of language in the acquisition of concrete operations.

Pelfrey, Michael C.

U. Texas

Dissertation Abstracts International 1973 Jun Vol. 33(12-B) 6115-6116

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 09377
Effects of harmonic distortion in hearing aids on speech intelligibility for normals and hypacusics.
Jirsa, Robert E.; Hodgson, William R.
Journal of Auditory Research 1970 Jul Vol. 10(3) 213–217

Learning Disabilities

EJ063369 EC042812

CLINICAL SYNDROMES IN LEARNING DISABILITIES: THE CASE FOR "SPLITTING" VS. "LUMPING"

Denckla, Martha Bridge Journal of Learning Disabilities; 5; 7; 401-6 Aug-Sep 72

The variety of separate syndromes which present themselves to the clinician are said to belie any unitary statement about the child with minimal brain dysfunction. (Author)

EJ015127 RE500892

LEARNING DISABILITIES—A COMPLEX PHENOMENON

Abrams, Jules C. Reading Teacher; 23; 4; 299-303, 367 70 Jan

ED037883# EC005504

UNDERSTANDING AND TEACHING THE SLOWER STUDENT.

Sackmary, Arnold, Ed.; Winters, Stanley A., Ed.

Pub Date Sep 69 Note—169p.

Available from—MSS Educational Publishing Company, Inc., 19 East 48th Street, New York, New York 10017 ($5.00)

Document Not Available from EDRS.

The collection of readings on the slow learner contains articles on understanding the educable adolescent, the interdisciplinary approach, organizing experience units for the educable mentally handicapped, operant conditioning techniques to establish motivation, and curriculum ideas. Included are discussions of developmental schedules of oral-aural language reading for the young mentally handicapped child, reading survey tests, classroom techniques for teaching modern math, a project for general mathematical concepts, a program for teaching social skills, and a language arts curriculum. Papers are also presented on physical education, inclusion and exclusion in physical education, group reactions to a physical education program, dancing, the development of personal poise, the child's attitude toward special education classes, vocational curriculum, vocational training, employer attitudes, post school employment adjustment, trends in service employment, and the future prospects of exceptional children. (JM)

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 07650

A study of visual perception and intelligence in learning disabled children.

Black, Frank W.

Boston Coll.

Dissertation Abstracts International 1973 May Vol. 33(11-A) 6169

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 07959

Word form configuration training of visual perceptual strengths with learning disabled children.

Sabatino, David A.; Streissguth, William O.

Pennsylvania State U., School Psychology Program

Journal of Learning Disabilities 1972 Aug Vol. 5(7) 435-441

The recent focus on the perceptual deficits of children with learning disabilities has led educators to ask whether an instructional program should be directed at a child's perceptual strengths or weaknesses. In the present study with learning disabled 1st and 2nd graders (N = 128), a battery of perceptual and language behavior tests (e.g., the WISC) were used to identify Ss with auditory perceptual strengths (audiles), or visual perceptual strengths (visiles). The differences between the strong and weak perceptual skills within each group were statistically significant. Other perceptual and language differences between the 2 groups were not significantly different. An experimental word form configuration training program, which directed all teaching input through the visual modality, significantly modified the visual perceptual behavior and reading achievement of the visile but not the audile Ss in the experimental groups. (20 ref.)

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 12036

Linguistic and nonlinguistic competing message effects.

Lasky, Elaine Z.; Tobin, Henry

U. Akron

Journal of Learning Disabilities 1973 Apr Vol. 6(4) 243-250

Investigated the effects of competing auditory stimuli on the performance of 11 1st graders with learning disabilities as compared to the performance of 11 normal 1st graders. Ss were tested individually on 3 tasks under 4 listening conditions: in quiet, in 74 db sound pressure level (SPL) broad band white noise, in 64 db SPL linguistic competing messages, and 74 db SPL linguistic competing messages. Recorded instructions for tasks I and II were delivered through a loudspeaker in front of the S at 0. azimuth. 3 loudspeakers arrayed behind S at azimuths of 135., 180., and 225. delivered competing auditory messages. Results show that (a) linguistic competing auditory messages interfered with the performance of Ss with suspected learning disabilities but did not interfere with normal Ss' performance, and (b) competing nonlinguistic auditory messages did not interfere with the performance of either group. (19 ref.)

DOC YEAR: 1970 VOL NO: 44 ABSTRACT NO: 15332

Come, hold his hand.

Serio, Martha

Public Schools, Program for Neurologically Handicapped Children, Columbus, O.

Academic Therapy 1969-1970, 5(2), 156-158.

Describes the need of the learning-disabled child for help and encouragement.

7

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 01325
An investigation of concept formation in children with learning disabilities.
Parucka, Mary R.
Texas Tech U.
Dissertation Abstracts International 1973 Feb Vol. 33(8-B) 3958

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 09520
A clinical study of a group of children with specific learning disabilities.
Bartlett, Charles H.
Northwestern U.
Dissertation Abstracts International 1972 Dec Vol. 33(6-B) 2848-2849

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 03446
Visual skills testing as a diagnostic aid in learning disabilities.
Friedenberg, Harold L.
316 E. Grace St., Richmond, Va.
Journal of the American Optometric Association 1973 Feb Vol. 44(2) 145-146
Outlines some of the causes of learning problems and suggests that the optometrist observe and record deviations in areas, e.g., communication and activity during the child's examination. Some anomalies in the performance of telebinocular visual skills tests are noted which may indicate difficulties in directionality, visual memory, and coding. It is proposed that attention to these points may serve as a short, easy method for determining the need for detailed perceptual analysis.

DOC YEAR: 1967 VOL NO: 41 ABSTRACT NO: 09407
BEHAVIORAL AND LEARNING DISABILITIES ASSOCIATED WITH COGNITIVE-MOTOR DYSFUNCTION.
RUBIN, ELI Z.; BRAUN, JEAN S.
LAFAYETTE CLINIC, DETROIT, MICH.
AMERICAN JOURNAL OF ORTHOPSYCHIATRY 1967 , 37(2), 406-407.
REPORTS ON A PROJECT AIMED TOWARD INCREASING KNOWLEDGE REGARDING THE CHARACTERISTICS OF CHILDREN HANDICAPPED IN LEARNING AND BEHAVIOR AT SCHOOL.

PERSONNEL SELECTION

Overviews 123

Overviews

ED028586 EC003911
CAREERS IN SPECIAL EDUCATION.
Council for Exceptional Children, Washington, D.C.
Pub Date Apr 68 Note—36p.
Available from—The Council for Exceptional Children, NEA, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (HC $0.25).
EDRS Price MF-$0.65 HC Not Available from EDRS.

Intended for juniors and seniors in high school, college students who have not made career decisions, and others, the booklet provides information on careers in special education. The kinds of children involved, ways in which they can be helped, professional preparation, job opportunities, and ways to find out more about the field are described for these areas: mental retardation, gifted, behavioral disorders, physical disabilities, visual handicaps, speech and language disorders, and hearing impairment. New frontiers in special education and the challenge of tommorrow are discussed; a directory of 30 nongovernmental and 15 governmental agencies with interests in exceptional children is provided; and preparation programs and financial aid are mentioned. (RJ)

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 07704
Teacher education and youngsters with learning problems: II. Major issues related to recruiting, admitting, and maintaining education professionals.
Adelman, Howard S.
U. California, Riverside
Journal of Learning Disabilities 1972 Nov Vol. 5(9) 538-544
Explores problems related to luring, selecting, and keeping high-quality personnel. 3 topics are discussed: the public image of the educational system, criteria for admission into teacher education programs and into the profession, and working conditions experienced by those professionals who work in public schools. The presentation explores (a) the vicious cycle that perpetuates education's negative image, (b) the deficiencies of current approaches to delineating the characteristics of effective teachers, (c) deficiencies of current admission criteria, (d) lack of professional recognition, (e) the nature of in-service programs and on the job support (including differentiated staffing), and (f) current salary policies.

ED035123 40 EC004388

A COLOR MOTION PICTURE FILM TO AID IN THE RECRUITMENT OF PROSPECTIVE TEACHERS FOR EXCEPTIONAL CHILDREN. FINAL REPORT.

Pudell, Stanley E.
Southern Regional Education Board, Atlanta, Ga.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Bureau No.-BR-6-2392
Grant-OEG-2-6-062392-1878
Pub Date Jun 68 Note-15p.
EDRS Price MF-$0.65 HC-$3.29

A 28-minute professional recruitment film aimed at teenagers, college freshmen and sophomores, women seeking a second career, teachers, and the lay public was developed to attract more candidates into special education teacher preparation. The film, which shows all types of handicapped children in classroom and camp settings, gives a positive picture of exceptional children and special education. The story line revolves around a teen age boy sky diver who becomes involved with a 10-year old retardate and his pretty sister, and proceeds to the parachutist's acceptance of the retarded boy and his experiences as a counselor in a camp for the retarded. The film is loaned free by the National Medical Audio Visual Center of the Public Health Service in Chamblee, Georgia. (LF)

ED073574 EC051122

CAREER OPPORTUNITIES IN TEACHING EXCEPTIONAL CHILDREN.

Ramos, Pearle R.
North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.
Pub Date May 71 Note-29p.
EDRS Price MF-$0.65 HC-$3.29

The brochure introduces special education career opportunities in North Carolina. Described briefly are exceptional children, and listed are employment opportunities and North Carolina universities which offer professional training in special education. The following handicaps are individually discussed including statistics which contrast the number of handicapped in North Carolina with the number being professionally served: physically impaired, speech impaired, hearing impaired, visually impaired, learning disabled, emotionally disturbed, educable mentally retarded, trainable mentally retarded, and gifted and talented. Briefly noted are the four Special Education Instructional Materials Centers, a proposed deaf-blind center, funding under the Vocational Educational Act, and the provision of psychological services. Addresses are given from which further information may be obtained. (DB)

ED041851 24 SP004109

QUANTITATIVE AND QUALITATIVE EFFECTS OF REVISED SELECTION AND TRAINING PROCEDURES IN THE EDUCATION OF TEACHERS OF THE CULTURALLY DISADVANTAGED. SUMMARY OF THE FINAL REPORT.

Bowman, David L.

Wisconsin State Univ., Oshkosh.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.-BR-9-0007

Grant-OEG-0-8-077946-1734

Pub Date 70 Note-15p.

EDRS Price MF-$0.65 HC-$3.29

This is a summary of the second and third years' work on the research project on training teachers for the culturally disadvantaged, reported fully in SP 004 110, SP 004 111, and SP 004 112. The project was based on the hypotheses that students with academic difficulties could be made more academically successful, their grade-point averages could be significantly raised, their attitudes toward higher education, professors, study, and teaching the disadvantaged would become more positive, and that faculty members could be encouraged to modify existing courses and develop innovative approaches. Approximately 50 students, volunteers from a large group of probationary or "dropped" students, were involved during the 1968-1969 academic year, and approximately 100 during the 1969 summer session. Data on three control groups was also collected. The results of the second year's research are set out in detail. The process of assimilating project components into the main teacher education program was begun during the third year, so that the effect of the program on larger numbers of teacher education and non-teacher education students can be evaluated. It is recommended that other schools of the University and other institutions of higher education should be encouraged to continue experiments with the project components, and that related or replicative research activities in the areas with which the project has been concerned should be supported locally, at state level, and through Federally sponsored programs. (MBM)

PERSONNEL SELECTION

Attitudes, Characteristics, and Competencies 127

Attitudes, Characteristics, and Competencies

EJ062577 AA513213
TEACHER PERCEPTIONS OF EDUCATIONALLY HANDICAPPED CHILDREN: DIMENSIONS FOR RESEARCH
Gilberts, Richard A. Journal of the Association for the Study of Perception; 7; 1; 27-51 Spr 72

¬This paper proposes: 1) three major dimensions that influence the manner in which teachers perceive EH students; 2) suggests generalized research hypotheses that emanate from the three-dimensional model, and 3) suggests methodologies for contributing systematically to knowledge regarding teacher perceptions of EH children.'' (Author)

EJ073154 EC051019
TEACHER PERCEPTION OF EXCEPTIONAL CHILDREN
Panda, Kailas C.; Bartel, Nettie R. Journal of Special Education; 6; 3; 261-6 F 72

Compared were the positive or negative perceptions of 10 exceptionalities in children by 20 regular teachers and 20 special education teachers. (DB)

E[illegible]018258 EC501138
RELATIONSHIPS BETWEEN KNOWLEDGE OF EXCEPTIONAL CHILDREN, KIND AND AMOUNT OF EXPERIENCE WITH THEM, AND TEACHER ATTITUDES TOWARD THEIR CLASSROOM INTEGRATION
Jordan, John E.; Proctor, Doris I. J Spec Educ; 3; 4; 433-9 69 W

EJ064881 EC050175
THE ¬SPECIAL' IN THE SPECIAL TEACHER
Green, Leonard Journal of Learning Disabilities; 5; 8; 513-5 Oct 72

Described are qualities of special education teachers which are thought to be crucial to successful teaching. (GW)

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 12039
A comparative study of personality among teachers of special education.
Pess, Anne
St. John's U., Jamaica, N.Y.
Dissertation Abstracts International 1973 Jan Vol. 33(7-B) 3291

DOC YEAR: 1967 VOL NO: 41 ABSTRACT NO: 06234
EFFECTS OF LABELS ON ATTITUDES OF EDUCATORS TOWARD HANDICAPPED CHILDREN.
COMBS, RONALD H.; HARPER, JERRY L.
DEPT. OF SPECIAL EDUCATION, TOPEKA PUBLIC SCHOOLS, KAN.
EXCEPTIONAL CHILDREN 1967 , 33(6), 399-403.

EFFECTS OF CLINICAL LABELS ON ATTITUDES OF EXPERIENCED AND INEXPERIENCED EDUCATORS TOWARD EXCEPTIONAL CHILDREN WERE EXPLORED. LABELED AND UNLABELED DESCRIPTIONS OF MENTALLY DEFICIENT, PSYCHOPATHIC, SCHIZOPHRENIC, AND CEREBRAL PALSIED CHILDREN WERE DISTRIBUTED TO 160 EDUCATORS. ATTITUDES TOWARD THE CHILDREN, AND THE LABELS, WERE MEASURED ON A 25-ITEM RATING SCALE. RESULTS WERE INTERPRETED TO MEAN THAT LABELING DOES AFFECT THE EDUCATOR'S PERCEPTION OF EXCEPTIONAL CHILDREN. THE EFFECTS WERE NOT CONSISTENT FOR DIFFERENT LABELS. FOR THE MENTALLY DEFICIENT, THE CHILD WAS SEEN MORE NEGATIVELY WHEN THE DESCRIPTION WAS UNLABELED THAN WHEN LABELED. LABELED DESCRIPTIONS OF PSYCHOPATHIC, SCHIZOPHRENIC, AND CEREBRAL PALSIED CHILDREN WERE RATED MORE NEGATIVELY THAN WERE UNLABELED VERSIONS. EXPERIENCE DID NOT SEEM TO AFFECT EDUCATORS' PERCEPTIONS OF EXCEPTIONAL CHILDREN.

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 09653
A comparison of the perceptions of mothers and staff toward the training program, personnel and facilities of a development center for handicapped minors.
Kitzes, Victor A.
Brigham Young U.
Dissertation Abstracts International 1972 Dec Vol. 33(6-A) 2767

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 07784
A comparison of the expressed attitudes of teachers and pediatricians toward the concept of learning disability.
Lyon, Carla S.
U. Michigan
Dissertation Abstracts International 1973 May Vol. 33(11-A) 6180

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 05788
Empathic understanding related to manifest disability and cognitive style.
Mitchack, James A.
U. Illinois, Urbana-Champaign
Dissertation Abstracts International 1973 Apr Vol. 33(10-A) 5497-5498

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 04995
Perceived occupational prestige and the self-concept of teachers of atypical children.
Corcoran, Eileen L.
State U. New York, Buffalo
Dissertation Abstracts International 1970, Jun, Vol. 30(12-A), 5281.

EJ048231 EC040648

INSTITUTIONAL EMPLOYEES' ATTITUDES TOWARD IMAGE-BESTOWAL BY "OUTSIDERS"

Cleland, Charles C.; Talkington, Larry W. Training School Bulletin; 68; 3; 153-7 Nov 71

ED058679 EC040989

A NORMATIVE STUDY OF THE ADMINISTRATIVE POSITION IN SPECIAL EDUCATION. FINAL REPORT.

Kohl, John W.; Marro, Thomas D.

Pennsylvania State Univ., University Park. Center for Cooperative Research with Schools.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No.-BR-4-8-2266

Grant-OEG-0-70-2467(607)

Pub Date Mar 71 Note-330p.

EDRS Price MF-$0.65 HC-$13.16

A national survey was conducted of local administrators of special education who administered more than two special education programs and who spent at least 50% of their time in special education administration, in order to gather normative data about the local administrator. It was found that the majority of administrators were married men between the ages of 35 and 49 years. Administrative experience and preparation usually consisted of 10 to 19 years of professional experience as teacher, supervisor, or administrator, with an average of 1 to 3 years as a special education administrator; more than half the administrators had studied 1 year beyond the Master's degree. Conditions of employment were found to usually include a 12 month contract, a 45-hour work week, and an annual salary average of $14,687. As administrators, many viewed themselves as leaders who performed important roles in policy development for the educational system and as supervisors, many viewed their roles as that of modifying and adapting curriculum of special education programs. Also examined were the organizational characteristics of the special education program, resources available for administration, community relations, and selective administrative opinions. (CB)

EJ045958 EC040334

CHILD CARE AIDES: INTELLECTUAL, PERSONALITY AND PREFERENCE PATTERNS IN RELATION TO JOB PERFORMANCE

Amble, Bruce R.; And Others Mental Retardation; 9; 5; 6-10 Oct 71

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 09152

Creativity in student nurses and their attitudes toward mental illness and physical disability.

Eisenman, Russell

Temple U.

Journal of Clinical Psychology 1972 Apr Vol. 28(2) 218-219

Investigated whether student nurses high in creativity, as measured by perceptual preferences for complexity, would be more accepting of the mentally ill and/or the physically disabled than would student nurses lower in creativity. 114 student nurses were administered a test involving preference for complexity in polygons (creativity). These Ss also completed the Bogardus Social Distance Scale for mentally ill persons and the physically disabled. Preference for complexity was associated with greater acceptance of the 2 groups and preference for simplicity was associated with rejection of the groups. A correlation of .67 was obtained between scores on the social distance scale for the physically disabled and the social distance scale for the mentally ill.

EJ020077 EC501157

A SCALE TO MEASURE SKILL IN APPLYING BEHAVIOR MODIFICATION TECHNIQUES TO THE MENTALLY RETARDED

Gardner, James M.; And Others Amer J Ment Deficiency; 74; 5; 633-6 70 Mar

EJ045926 EC040226

MODIFICATION OF STAFF BEHAVIOR: A BRIEF NOTE

Fielding, Leonard T.; And Others Behavior Therapy; 2; 4; 550-3 Oct 71

Technicians participating in a behavior modification demonstration project with severely retarded institutionalized persons were encouraged to generalize the techniques they learned during limited daily trials to the control of resident movement behaviors in the intervals between trial periods. (KW)

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 07919
An investigation into the effects of an inservice program in learning disabilities on elementary school teachers' attitudes and classroom instructional activities.
Overline, Harry H.
Temple U.
Dissertation Abstracts International 1972 Oct Vol. 33(4-A) 1525

EJ021022 EC501218
IMPACT OF EDUCATION ON SOCIAL WORK STUDENTS' KNOWLEDGE AND ATTITUDES ABOUT MENTAL RETARDATION
Begab, Michael J. Amer J Ment Deficiency; 74; 6; 801-8 May '70

EJ084975 PS502787
UNDERSTANDING DEVELOPMENTAL DISABILITIES: A SENSITIZATION WORKSHOP PROGRAM
Ballou, Brynn; Todd, Thomas Children Today; 2; 5; 28-29 Sep-Oct 73
A workshop for those who work with developmentally disabled children was designed so that the participants could experience some of the limitations and frustrations of their clients. (ST)

EJ030505 CG502311
PERSONALITY CHANGE AS A FUNCTION OF VOLUTEER EXPERIENCE IN A PSYCHIATRIC HOSPITAL
King, Mark; And Others Journal of Consulting and Clinical Psychology; 35; 3; 423-425 Dec '70
Members of an undergraduate course in psychology (n equals 416) were tested for moral tolerance and self acceptance before and after course completion. Sixteen students did concurrent hospital work. The volunteer experience did not significantly affect moral tolerance scores, but did result in greater self acceptance scores. (Author/CJ)

EJ026156 PS500605
PSYCHIATRIC DISORDER AND ADULT AND PEER GROUP REJECTION OF THE CHILD'S NAME
Bagley, Christopher; Evan-Wong, Louise J Child Psychol Psychiat; 11; 1; 19-27 May '70

ED050393 CG006397

EMOTIONAL ROLE PLAYING, ATTITUDE CHANGE, AND ATTRACTION TOWARD A DISABLED PERSON.

Clore, Gerald L.; Jeffery, Katherine McMillan

Illinois Univ., Champaign.

Pub Date May 71 Note—21p.; Paper presented at the Midwestern Psychological Association Convention in Detroit, Michigan, May 6-8, 1971

Available from—Gerald Clore, Department of Psychology, University of Illinois, Champaign, Illinois 61820

EDRS Price MF-$0.65 HC-$3.29

The effects of emotional role playing on interpersonal attitudes toward the disabled are explored. Three treatment groups (role players, vicarious role players, and controls) were involved. Role playing consisted of traveling about the campus in a wheel chair for an hour. Results indicated that, compared to the control experience, both direct and vicarious emotional role-playing led to more positive responses: (1) to a specific disabled person; (2) to a series of issues concerning disabled students in general; and (3) to a disguised attitudinal measure given by telephone four months later. The concept of empathy appeared more adequate than dissonance for understanding the results. The potential of role playing and vicarious experience for increasing tolerance and social maturity is considered. (Author/TL)

ED029408 EC003618

THE EFFECT OF DIFFERENCES IN CURRICULA AND EXPERIENCES ON SOCIAL WORK STUDENT ATTITUDES AND KNOWLEDGE ABOUT MENTAL RETARDATION.

Begab, Michael J.

Catholic Univ. of America, Washington, D.C.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Secretary's Committee on Mental Retardation.

Pub Date 68 Note—149p.

EDRS Price MF-$0.65 HC—$6.58

To determine the effects of educational experiences on the knowledge of and attitudes toward mental retardation, 279 newly admitted graduate students and 288 graduating students in seven schools of social work completed a personal data sheet, semantic differential rating scales, a knowledge inventory, and a client preference rank order scale. Subjects having little experience with the retarded rated them less favorably on all 21 semantic scales (p.01) while subjects with retarded siblings or relatives tended to be more favorable and knowledgeable. Students had a general image of the retarded based on characteristics of the severely and moderately handicapped; the retarded ranked sixth in preference among 10 client groups. Client preference changes occurred more often in high exposure schools but rank ordering of client groups remained basically unchanged. Students in field instruction placements serving the retarded were superior in knowledge (p=.05) and showed greater attitude changes and greater extremes in client preference (predominantly in a positive direction). Conclusions were that the introduction of content on mental retardation in social work curriculum does not materially affect knowledge and attitudes. (RJ)

DOC YEAR: 1971 VOL NO: 46 ABSTRACT NO: 05301
Psychological aspects of low vision rehabilitation.
Mehr, Helen M.; Mehr, Edwin B.; Ault, Carroll
Vision Rehabilitation Center of Santa Clara County, San Jose, Calif.
American Journal of Optometry & Archives of American Academy of Optometry 1970, Aug, Vol. 47(8), 605-612

Discusses the formation of a group of partially sighted 15-16 yr. old Ss and professional people of various disciplines to learn about the problems of being partially sighted. Group sizes varied from 8-15 individuals who met twice/mo for a total of 12 times. Observation of Ss regarding their handicap revealed (a) denial reactions, (b) over-independent reactions, and (c) defensive reactions. The discussion groups helped assuage fears, doubts, misperceptions, and embarrassment through the airing of mutual problems. Implications of findings, gained through a questionnaire sent to group members, were related to the partially sighted child, the adolescent, the young adult, the adult, and an elderly couple, as well as to the optometrist and ophthalmologist.

DOC YEAR: 1970 VOL NO: 44 ABSTRACT NO: 12521
Imaginations about the disabled.
Titley, Robert W.
Colorado State U.
Social Science & Medicine 1969, 3(1), 29-38.

Investigated characteristics attributed to physically disabled persons. Using an instrument designed to measure the attribution of traits, 60 male and 60 female university students judged normal and disabled adults described in narratives. Descriptions were designed to allow maximal attribution of characteristics. It was found that Ss tended to attribute alienation and introversion to disabled people, but that such attributions were an inverse function of attributed compensatory behavior. Implications of the research are discussed in terms of role expectancies and the tendency to use attributed and known characteristics in accounting for the observed behavior of disabled persons. (French, Spanish & German summaries)

EJ029296 CG502305
ATTITUDE CHANGE IN COLLEGE STUDENTS AND CHRONIC PATIENTS: A DUAL PERSPECTIVE
Chinsky, Jack M.; Rappaport, Julian Journal of Consulting and Clinical Psychology; 35; 3; 388-394 Dec '70

Assessment was obtained of both initial attitudes and attitude change among college students and chronic patients in a hospital companionship program. At the conclusion of the program, students manifested significantly more favorable attitudes toward patients and less favorable attitudes toward the mental hospital; patients saw the students as more nurturant than they had initially expected. (Author)

DOC YEAR: 1970 VOL NO: 44 ABSTRACT NO: 15060
A study of the effect of interdisciplinary communication on attitudes of educators toward children with myelodysplasia.
Becker, Marjorie C.
U. Michigan
Dissertation Abstracts International 1969, 30(5-A), 1856.

DOC YEAR: 1967 VOL NO: 41 ABSTRACT NO: 09629
DEVELOPMENT AND EVALUATION OF AN ATTITUDES TO DEAFNESS SCALE.
COWEN, EMORY L.; ROCKWAY, ALAN M.; BOBROVE, PHILIP H.
U. ROCHESTER
JOURNAL OF PERSONALITY + SOCIAL PSYCHOLOGY 1967 , 6(2), 183-191.
A NETWORK OF 3 STUDIES IS REPORTED, EACH RELATING TO THE DEVELOPMENT OF AN ATTITUDES TO DEAFNESS SCALE. THE 1ST OF THESE, TO DEVELOP A FINAL 25-ITEM TEST FORM, WAS BASED ON FACE VALIDITY AND ITEM-TEST CORRELATIONAL TECHNIQUES. IN THE 2ND STUDY, INTERRELATIONSHIPS WERE DEMONSTRATED BETWEEN ANTIDEAFNESS AND AUTHORITARIAN, ANTI-NEGRO, AND ANTIMINORITY ATTITUDES. THESE RELATIONSHIPS WERE FOUND NOT TO BE MEDIATED BY SOCIAL DESIRABILITY FACTORS. THE FINAL STUDY, USING A ''FORMING IMPRESSIONS OF PERSONALITY'' PARADIGM, DEMONSTRATED THAT SS WITH HIGH ANTIDEAFNESS SCORES, IN COMPARISON TO THEIR LOW-ANTIDEAFNESS PEERS, GAVE MORE NEGATIVE RATINGS TO A CONFEDERATE WEARING A HEARING AID THAN THEY DID TO A NONDISABLED BUT BEHAVIORALLY COMPARABLE CONFEDERATE. (2 P. REF.)

DOC YEAR: 1970 VOL NO: 44 ABSTRACT NO: 14477
Disability simulation and development of attitudes toward the exceptional.
Wilson, Earl D.; Alcorn, Devaine
U. Nebraska
Journal of Special Education 1969, 3(3), 303-307.
Administered the Attitude Toward Disabled Persons (ATDP) Scale to 40 experimental and 40 control Ss, chosen from psychology classes of exceptional students, before and after simulation of 1 of 4 disabilities: blindness, deafness, loss of dominant hand, or loss of lower limbs. Narrative accounts of the experiences were also collected and analyzed. No significant differences in ATDP scores were obtained. However, narrative accounts, revealing a wide variety of reported insights and reactions, support the use of simulation of disability for further education and research.

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 04376
PEER, TEACHER, AND SELF PERCEPTIONS OF CHILDREN WITH SEVERE FUNCTIONAL ARTICULATION DISORDERS.
SHERRILL, DONALD D.
U. NEBRASKA TEACHERS COLL.
DISSERTATION ABSTRACTS 1967 , 28(2-A), 507-508.

DOC YEAR: 1971 VOL NO: 46 ABSTRACT NO: 06802
The effects of disability attribution and personality type on person perception.
Parker, Randall M.
U. Missouri
Dissertation Abstracts International 1971, Feb, Vol. 31(8-A), 3883.

DOC YEAR: 1971 VOL NO: 46 ABSTRACT NO: 01050
Social psychological processes and reactions to the handicapped.
Novak, David W.
U. Kentucky
Dissertation Abstracts International 1970, Oct, Vol. 31(4-B), 2262.

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 03947
Role of physical abnormalities in interpersonal perception and behavior.
Farina, Amerigo; Sherman, Mark; Allen, Jon G.
U. Connecticut
Journal of Abnormal Psychology 1968, 73(6), 590-593.

Explores the impact of physical abnormalities on interpersonal relationships and investigates 1 technique available to the stigmatized to influence that impact. This technique is to indicate that the abnormality may be freely discussed or that it is a forbidden topic. The 60 male undergraduate Ss were introduced to an ostensibly naive student who was in reality a confederate and appeared either as an amputee in a wheelchair or as only slightly crippled. The shocks Ss were induced to administer the confederate were less painful when he was severely than when he was slightly crippled. It was concluded that all stigmata do not have the same interpersonal consequences and that the most marked effects occur for behaviors of which Ss have little awareness. (15 ref.)

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 13466
RACE AND PHYSICAL HANDICAP IN CHILDREN'S PREFERENCE FOR OTHER CHILDREN.
RICHARDSON, STEPHEN A.; ROYCE, JACQUELINE
ASSN. FOR THE AID OF CRIPPLED CHILDREN, NEW YORK, N.Y.
CHILD DEVELOPMENT 1968 , 39(2), 467-480.

A RANK-ORDER PREFERENCE OF DRAWINGS WAS OBTAINED IN WHICH SKIN COLOR AND HANDICAP WERE SYSTEMATICALLY VARIED. SS WERE 10-12 YR. OLD AND FROM LOWER-INCOME NEGRO, WHITE, AND PUERTO RICAN FAMILIES, AND FROM UPPER-INCOME WHITE JEWISH FAMILIES. RESULTS SUGGEST THAT, FOR ALL SS, PHYSICAL HANDICAP IS SUCH A POWERFUL CUE IN ESTABLISHING PREFERENCE THAT IT LARGELY MASKS PREFERENCE BASED ON SKIN COLOR.

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 12017
THE ATTITUDES OF NON-DISABLED ADOLESCENTS TOWARD DISABLED ADOLESCENTS.
WEBSTER, JOHN D.
U. MARYLAND
DISSERTATION ABSTRACTS 1968 , 28(7-A), 2466.

DOC YEAR: 1970 VOL NO: 44 ABSTRACT NO: 17077

The uniformity of children's attitudes toward physical disabilities.

Alessi, Daniel F.; Anthony, William A.

Children's Hosp., Rehabilitation Center, Buffalo, N.Y.

Exceptional Children 1969, 35(7), 543-545.

Replicated a study by S. A. Richardson, N. Goodman, A. H. Hastorf, and J. M. Dornbusch (see 36:1) which reported remarkable uniformity of children's attitudes toward physical disability. 42 physically handicapped boys and girls attending a summer camp gave their preference rankings of 6 drawings of children displaying the presence or absence of various types of disability. Results support the previous conclusions. However, additional analyses carried out on the present data suggest that the previous attempt to posit a basic cultural uniformity in the ranking of these 6 pictures may have been in error.

DOC YEAR: 1970 VOL NO: 44 ABSTRACT NO: 18574

Race and physical handicap in children's preference for other children: A replication in a Southern city.

Richardson, S. A.; Emerson, P.

Albert Einstein School of Medicine, Yeshiva U.

Human Relations 1970, 23(1), 31-36.

Replicated a study of the influence of physical handicap and skin color in children's preference for other children. In New York skin color had some influence on choice of friends but was masked out by physical handicap. In Negro girls in a Southern city, handicap was still salient but color cues were taken more into account. They preferred white over black, conforming to dominant white values like handicapped children who show preference for nonhandicapped companions.

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 00779

Personal space: An unobtrusive measure of attitudes toward the physically handicapped.

Wolfgang, Joan; Wolfgang, Aaron

American U., Center for Research in Social Systems

Proceedings of the 76th Annual Convention of the American Psychological Association 1968, 3, 653-654.

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 13660

PHYSICAL STIGMA AND NONVERBAL CUES EMITTED IN FACE-TO-FACE INTERACTION.

KLECK, ROBERT

DARTMOUTH COLL.

HUMAN RELATIONS 1968 , 21(1), 19-28.

STUDIED THE INTERACTION BETWEEN PHYSICALLY STIGMATIZED AND NORMAL SS IN REGARD TO NONVERBAL DIMENSIONS OF INTERACTION TO TEST HYPOTHESES RELATED TO IMPRESSION FORMATION. LEFT LEG AMPUTATION WAS SIMULATED WITH A SPECIALLY DESIGNED WHEELCHAIR. THE LEVEL OF EYE CONTACT WAS SIMILAR FOR DISABLED-NORMAL AND NORMAL-NORMAL INTERACTION. SS, INTERACTING WITH A CONFEDERATE PLAYING THE ROLE OF AMPUTEE, DEMONSTRATED GREATER MOTOR INHIBITION, FORMED A MORE POSITIVE IMPRESSION OF THE CONFEDERATE, AND DISTORTED THEIR OWN OPINIONS IN THE DIRECTION OF CONFORMITY WITH THE DISABLED PERSON'S MORE THAN WHEN THE SAME SS WERE INTERACTING WITH PHYSICALLY NORMAL CONFEDERATES.

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 01126
Attitudes of the disabled and nondisabled toward self and toward disabled and normal persons.
Brookfield, Katharine K.
Columbia U.
Dissertation Abstracts International 1970, May, Vol. 30(11-B), 5222.

DOC YEAR: 1967 VOL NO: 41 ABSTRACT NO: 10814
THE MEASUREMENT OF ATTITUDES TOWARD DISABLED PERSONS.
YUKER, HAROLD E.; BLOCK, J. R.; YOUNNG, JANET H.
HUMAN RESOURCES RESEARCH + TRAINING INST., ALBERTSON, LONG ISLAND, N.Y.
HUMAN RESOURCES STUDY 1966 , NO. 7, X, 170 P.
REVIEWS A TEST DESIGNED TO MEASURE PEOPLE'S ATTITUDES TOWARD THE DISABLED. ITEMS IN THE ATTITUDES TOWARD DISABLED PERSONS SCALE ARE TABULATED AND SCORED ACCORDING TO SS' AGE, SEX, NATIONALITY, EDUCATION, SOCIOECONOMIC AND MARITAL STATUS, AND THEN CORRELATED WITH VARIOUS PERSONALITY FACTORS AND MOTIVATION. RESULTS ARE EXTENSIVELY SUMMARIZED. (12 P. REF.)

DOC YEAR: 1972 VOL NO: 47 ABSTRACT NO: 01598
CHANGING ATTITUDES OF YOUNG MENTALLY GIFTED CHILDREN TOWARD HANDICAPPED PERSONS.
LAZAR, ALFRED L.; GENSLEY, JULIANA T.; ORPET, RUSSEL E.
CALIFORNIA STATE COLL., LONG BEACH
EXCEPTIONAL CHILDREN 1971, APR, VOL. 37(8), 600-602
USED THE ATTITUDES TOWARD DISABLED PERSONS (ATDP) SCALE TO INVESTIGATE WHETHER A SPECIAL INSTRUCTIONAL PROGRAM COULD INFLUENCE MENTALLY GIFTED CHILDREN IN THEIR ATTITUDES TOWARD HANDICAPPED PERSONS. SS WERE 23 CHILDREN WITH A MEAN CA OF 8.6 AND A MEAN IQ OF 140.5. CONTROLS, WHO RECEIVED NO SPECIAL INSTRUCTION, WERE 21 CHILDREN WITH A MEAN CA OF 8.3 AND A MEAN IQ OF 134.3. IT APPEARED THAT THE INSTRUCTIONAL PROGRAM HAD SOME INFLUENCE IN CHANGING THE ATTITUDES OF THE SS TOWARD THE HANDICAPPED, AND THAT THE ATDP WAS USEFUL IN MEASURING CHANGE TOWARD GREATER ACCEPTANCE AND UNDERSTANDING OF THE HANDICAPPED.

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 05473
AN EXPLORATORY STUDY OF THE ATTITUDES OF NONCRIPPLED CHILDREN TOWARD CRIPPLED CHILDREN IN THREE SELECTED ELEMENTARY SCHOOLS.
BILLINGS, HELEN K.
U. MISSOURI, KANSAS CITY
DISSERTATION ABSTRACTS 1967 , 28(3-A), 958-959.

EJ013446 EC500881
THE SOCIAL PERCEPTION OF NORMALS TOWARD THEIR EMR GRADE-MATES
Renz, Paul; Simenson, Richard J. Amer J Ment Deficiency; 74; 3; 405-8 69 Nov

EJ002508 EC500106
THE UNIFORMITY OF CHILDREN'S ATTITUDES TOWARD PHYSICAL DISABILITIES
Alessi, Daniel F.; Anthony, William A. Except Children; 35; 7; 543-5 69 Mar

EJ015831 EC500986
SOCIAL CONTACT AS A VARIABLE IN THE EXPRESSED ATTITUDES OF NORMAL ADOLESCENTS TOWARD EMR PUPILS
Strauch, James D. Except Children; 36; 7; 495-500 70 Mar

EJ066543 E[illegible]050236
CHANGES IN CHILDREN'S ATTITUDES TOWARD THE PHYSICALLY HANDICAPPED
Rapier, Jacqueline; And Others Exceptional Children; 39; 3; 219-23 Nov 72

DOC YEAR: 1971 VOL NO: 46 ABSTRACT NO: 07260
Facial disfigurement: Impact on sex role evaluations and its relationship to acceptance of disability.
Sieka, Frank L.
State U. New York, Buffalo
Dissertation Abstracts International 1971, Mar, Vol. 31(9-A), 4889.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 06969
Organ inferiority and personality.
Coleman, Richard L.
Florida State U.
Dissertation Abstracts International 1973 May Vol. 33(11-B) 5373

EJ026917 EC500339
ATTITUDES OF PHYSICALLY HANDICAPPED CHILDREN TOWARD PHYSICAL EDUCATION
Seaman, Janet A. Res Quart AAHPER; 41; 3; 439-45 Oct '70

EJ077343 UD502268
SOCIAL FACTORS RELATED TO CHILDREN'S ACCURACY IN LEARNING PEER GROUP VALUES TOWARDS HANDICAPS
Richardson, Stephen A.; Friedman, Matthew J. Human Relations; 26; 1; 77-87 Feb 73

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 07196
The relationship between the physically handicapped child's self-concept and his peer reputation.
Breslin, Hazel B.
Oregon State U.
Dissertation Abstracts 1968, 29(4-B), 1493.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 07026

Tolerance for the unstable and defensive role adjustment in response to sudden physical disability.

Kastner, Sheldon

New York U.

Journal of Psychology 1973 Mar Vol. 83(2) 257-262

Investigated the hypothesis that Ss tolerant of the unstable would attribute greater similarity in meaning to paired concepts referring to disabled and nondisabled roles than Ss intolerant of the unstable. 38 males who had suddenly become physically disabled by traumatic injury served as Ss. The cognitive style of tolerance and intolerance of the unstable was determined by the Ss' responses to the phi phenomena. Similarity of role identification was measured by 4 sets of paired concepts (e.g., Me-Disabled Me) using a semantic differential format. Results support the hypothesis.

EJ035066 RE502509

THE USE OF COVERT REINFORCEMENT IN THE MODIFICATION OF ATTITUDES TOWARD THE MENTALLY RETARDED

Cautela, Joseph R.; And Others Journal of Psychology; 77; 257-60 Mar 71

EJ051910 EC041062

ATTITUDES OF PSYCHIATRIC TECHNICIAN TRAINEES

Jensema, Carl J.; Shears, Loyda M. American Journal of Mental Deficiency; 76; 2; 170-5 Sep 71

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 07578
ATTITUDES OF FUTURE REHABILITATION COUNSELORS TOWARD EIGHT MAJOR DISABILITIES.
WILSON, MILTON E., JR.; BEATTY, JUDITH B.; FRUMKIN, R. M.
KENT STATE U. REHABILITATION CENTER
PSYCHOLOGICAL REPORTS 1967 , 21(3), 928.

32 GRADUATE STUDENTS PREPARING FOR A CAREER IN REHABILITATION COUNSELING RANKED 8 MAJOR DISABILITIES IN THE ORDER THEY FELT THESE MIGHT BE DISTURBING TO THEM. DISABILITIES CONNECTED WITH THE HEAD WERE RANKED AS APPRECIABLY MORE DISTURBING THAN DISABILITIES CONNECTED WITH THE REST OF THE BODY. THE DATA SUGGEST THAT ATTITUDES OF PREPROFESSIONAL COUNSELORS MIGHT SIGNIFICANTLY INFLUENCE THEIR ORIENTATION TOWARD PERSONS WITH PARTICULAR HANDICAPS.

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 08704
Sex and attitudes toward eight major disabilities.
Frumkin, R. M.; Sakata, Robert; Wilson, Milton E.
Journal of Sex Research 1970, Aug, Vol. 6(3), 240-242

32 graduate students preparing for a career in rehabilitation counseling ranked 8 major disabilities in the order such disabilities might be felt to be disturbing to them if they had them. No statistically significant consensus within the total group was found. Rankings within the sex groups indicated significant consensus among the males but not the females. Results strongly suggest that differential attitudes may center around the matters of sexual identification and beauty more readily than practical considerations.

DOC YEAR: 1972 VOL NO: 47 ABSTRACT NO: 08989
ATTITUDES OF NURSING STUDENTS TOWARD EIGHT MAJOR DISABILITIES.
MUHLENKAMP, A. F.
U. KANSAS
PSYCHOLOGICAL REPORTS 1971, DEC, VOL. 29(3, PT. 1), 973-974

STUDIED THE RANKINGS MADE BY 34 FEMALE NURSING STUDENTS OF 8 DISABILITIES ACCORDING TO THE DEGREE OF DIFFICULTY THEY FELT THEY WOULD EXPERIENCE WERE THEY PERSONALLY TO INCUR THE DISABILITY. RESULTS WERE COMPARED WITH THOSE FOUND BY M. WILSON, R. SAKATA, AND R. FRUMKIN (SEE PA, VOL. 42:19116) FOR MENSA MEMBERS, REHABILITATION COUNSELING STUDENTS, AND REHABILITATION PROFESSORS. THE NURSING STUDENTS' ATTITUDES AGREED ONLY WITH THOSE OF MENSA MEMBERS (RHO = .81, P < .05).

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 01423

Relationship of client preferences and counselor's physical disability.

Brabham, Robert E.; Thoreson, Richard W.

Journal of Counseling Psychology 1973 Jan Vol. 20(1) 10-15

Investigated the effects on a client of a counselor's obvious physical disability. In a counseling analog, 24 able-bodied and 24 physically handicapped male undergraduates were shown 3 slides a counselor in a wheelchair, a counselor with crutches, and a counselor with no apparent physical disability. Ss were asked to respond to a series of hypothetical counseling situations. Results suggest that both able-bodied and disabled Ss preferred disabled counselors for discussing personal problems. Able-bodied Ss who appeared most maladjusted tended to reject the disabled counselor. Implications for counselor selection and job assignment are discussed.

DOC YEAR: 1972 VOL NO: 47 ABSTRACT NO: 07849

THE EFFECTS OF A DYADIC, SELF-ADMINISTERED INSTRUCTIONAL PROGRAM IN CHANGING THE ATTITUDES OF FEMALE COLLEGE STUDENTS TOWARD PHYSICALLY DISABLED PERSONS.

YERXA, ELIZABETH J.

BOSTON U., SCHOOL OF EDUCATION

DISSERTATION ABSTRACTS INTERNATIONAL 1971, OCT, VOL. 32(4-A), 1931-1932.

PERSONNEL SELECTION

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ED011709 EC000062

OCCUPATIONS IN THE CARE AND REHABILITATION OF THE MENTALLY RETARDED.
BOSS, MILTON R.; GREGG, RANDOLPH M.
Manpower Administration (DOL), Washington, D.C.
Pub Date 66 Note-85P.
EDRS PRICE MF-$0.65 HC-$3.29

TWENTY-SEVEN FULL TIME OCCUPATIONS INVOLVING DIAGNOSIS, CARE, AND REHABILITATION OF THE MENTALLY RETARDED ARE DISCUSSED. FOR EACH, AN OCCUPATIONAL DEFINITION, THE NEEDED QUALIFICATIONS, AND SOME INDICATION OF THE NECESSARY WORKER TRAIT REQUIREMENTS SUCH AS APTITUDES, INTERESTS, TEMPERAMENT, AND PHYSICAL DEMANDS AND WORKING CONDITIONS ARE DESCRIBED. THE BIBLIOGRAPHY CONTAINS 29 REFERENCES. THIS DOCUMENT IS ALSO AVAILABLE FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (CG)

ED029437 EC003942

CAREER OPPORTUNITIES IN THE FIELD OF MENTAL RETARDATION.
Eisenbud, Robert E., Comp.
Department of Health, Education, and Welfare, Washington, D.C. Secretary's Committee on Mental Retardation.
Pub Date Mar 69 Note-34p.
Available from-Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.25)
EDRS Price MF-$0.65 HC Not Available from EDRS.

Addressed to high school and college students interested in working with the mentally retarded, the booklet describes opportunities in the field. Careers considered include 16 in health and health related services, four in education, seven in social and rehabilitative services, and six in administration and coordination of services. Research careers are also treated. For all, a description of the career is included, and educational and training requirements and sources of further information are stated; information regarding financial assistance is provided when relevant. (JD)

EJ062021 EC042537

SELECTION OF NONPROFESSIONALS FOR BEHAVIOR MODIFICATION PROGRAMS
Gardner, James M. American Journal of Mental Deficiency; 76; 6; 680-5 May 72

ED026760 24 EC002476

AN EVALUATION OF THE IMPACT OF THE GRADUATE FELLOWSHIP PROGRAM IN THE EDUCATION OF THE MENTALLY RETARDED, AUTHORIZED UNDER PUBLIC LAW 85-926.

Hebeler, Jean R.
Maryland Univ., College Park. Dept. of Special Education.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.-BR-7-1301
Grant-OEG-1-7-071301-5135
Pub Date Feb 68 Note-32p.
EDRS Price MF-$0.65 HC-$3.29

An analysis of questionnaires completed by 413 recipients of U.S. Office of Education graduate fellowships in mental retardation under the provisions of Public Law 85-926 was conducted. Recipients of university and state fellowship awards were included in the sample. The findings indicated that 95% of the fellowship recipients had had prior experiences (academic and work) in education and that 36% had taken prior work in the education of the mentally retarded or other fields relevant to the education of exceptional children. They have remained in the field of special education and have assumed increasingly responsible leadership roles in teacher training or administrative and supervisory roles (at the time the data were taken, 48.9% were involved in work in higher education in special education, 40% in local school systems, and 10.7% with state departments or agencies). The mental retardation fellows were generally satisfied with their goals. However, responses suggested that both program and student goals need to be more clearly delineated at the various levels of graduate study. The evidence indicates that the fellowship program substantially accelerated and increased the supply of a stable cadre of trained leadership personnel in the area of mental retardation for positions of responsibility at the state and local levels and in the area of personnel training. Data are provided and responses are summarized for 79 items. (Author/JD)

ED029446 40 EC004014

STUDENT WORK EXPERIENCE AND TRAINING PROGRAM. FINAL REPORT.

Price, William F.
Southern Illinois Univ., Carbondale.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Bureau No.-BR-8-8068
Grant-OEG-0-8-088068-4482(032)
Pub Date 68 Note-11p.
EDRS Price MF-$0.65 HC-$3.29

Twenty high school and college students aged 16 to 20 were trained as summer camp counselors in a project to provide experiences leading to choosing a career with the mentally retarded. In the 11-week period, 1 week was devoted to lectures and seminars, 8 weeks to working with the retarded, and 2 weeks to working with multiply handicapped adults. A summary evaluation of each student was made from answers to a questionnaire distributed at the beginning, middle, and end of the program. Of the 20 students, six indicated they would choose special education as a career, five would not choose it, and nine would work as volunteers in local communities although they would probably not choose special education as a career. All 20 participants are described and evaluated. (SN)

ED017117# EC002322
THE TEACHER OF THE MENTALLY RETARDED.
CHARNEY, LEON ; LACROSSE, EDWARD
Pub Date 65
DOCUMENT NOT AVAILABLE FROM EDRS.

BASIC INFORMATION IS PROVIDED FOR PROSPECTIVE TEACHERS OF MENTALLY RETARDED CHILDREN. THE FIRST FOUR CHAPTERS ARE DEVOTED TO CLASSROOM CONDITIONS, PARENTAL ATTITUDES, AND TEACHER-PUPIL INTERACTION IN THE SPECIAL CLASS FOR RETARDATES. CHAPTER ONE GIVES A GENERAL DESCRIPTION OF THE MENTALLY RETARDED CHILD AS HE APPEARS TO THE TEACHER. CHAPTER TWO REVIEWS A TYPICAL DAY IN THE CLASSROOM AND THE PROBLEMS WHICH OFTEN CONFRONT THE TEACHER OF MENTALLY RETARDED CHILDREN. THE THIRD CHAPTER DESCRIBES THE TEACHER'S VISITS TO THE HOMES OF SOME OF HER STUDENTS AND THE PARENTAL REACTIONS TO HER VISITS. CHAPTER FOUR DISCUSSES THE TEACHER OF THE MENTALLY RETARDED AS A PROFESSIONAL PERSON. THE NEXT THREE CHAPTERS ARE CONCERNED WITH PROGRAM ORGANIZATION FOR EDUCABLE AND TRAINABLE RETARDATES, TEACHER CERTIFICATION REQUIREMENTS IN EACH OF THE FIFTY STATES, AND FINANCIAL ASSISTANCE AVAILABLE TO PERSONS RECEIVING PROFESSIONAL TRAINING. A BIBLIOGRAPHY OF SIX REFERENCES IS INCLUDED. THIS DOCUMENT WAS PUBLISHED BY THE JOHN DAY CO., NEW YORK, NEW YORK, AND IS AVAILABLE FOR $4.95. (MU)

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 01440
Predictive factors in the success of classroom teachers of the multihandicapped.
McBride, D. W.; Gilmore, D.; Hammill, D. D.
Wichita State U., Inst. of Logopedics
Cerebral Palsy Journal 1968, 29(4), 6-8.

Results indicate that ''in developing a formula for the prediction of success in the field of classroom teaching of the multihandicapped, this study would suggest that age beyond the minimum generally expected of the college graduate ('at least up to age 55'), academic training beyond the normal 4 yr. of college, and area of specialization . . . .are not. appropriate factors to include . . . . length or amount of teaching experience prior to employment up to and beyond 8 yr. would be a valid component of such a formula.''

DOC YEAR: 1971 VOL NO: 46 ABSTRACT NO: 05511
The role of deaf teachers in the education of deaf children.
Vernon, McCay
Western Maryland Coll.
Deaf American 1970, Jul, Vol. 22(11), 17-20

Reports that the deaf teacher, like the deaf child, has in some respects been shortchanged by the ''education of the deaf.'' It is happening and has happened at every level from the Bureau of Education of the Handicapped to the local school that requires normal hearing for teachers of deaf children. The role of Gallaudet College in this area has been mixed. Major improvements have for the most part come from member groups of the National Association of the Deaf in their attempts to open schools to the use of deaf teachers. In the final analysis other improvements must depend in large part upon the knowledge and effective political action of the deaf community. As an integral part of this community and the hope of the future, Gallaudet must be at the forefront of such action. Programs for political action are suggested. (20 ref.)

DOC YEAR: 1971 VOL NO: 46 ABSTRACT NO: 05311
Analysis of contributing characteristics to effective interpretation for the deaf.
Flynn, John T.; Levine, Edna S.
U. Connecticut
Proceedings of the Annual Convention of the American Psychological Association 1971, Vol. 6(Pt. 2), 635-636

Attempted to empirically assess and identify the contributions of relevant personal attributes that relate significantly to effective interpretive skills for the deaf. This study will culminate in a prediction scheme that will enable training programs for potential interpreters to efficiently select candidates for such programs. A corollary purpose of the study is to identify traits and attributes that may prove common requirements for all service workers with the deaf and follow-through aptitude and attribute studies in other disciplines, notably rehabilitation counseling.

DOC YEAR: 1967 VOL NO: 41 ABSTRACT NO: 02184
THE STATUS OF EDUCATION AND TRAINING PROGRAMS FOR SPEECH PATHOLOGY AND AUDIOLOGY 1966.
CASTLE, WILLIAM E.; JOHNSON, KENNETH; NEWMAN, PARLEY W.
AMERICAN SPEECH + HEARING ASSN., LAWRENCE, KAN.
ASHA 1966 , 8(12), 447-456.

THE NUMBER AND THE SIZE OF EDUCATION AND TRAINING PROGRAMS IN SPEECH PATHOLOGY AND AUDIOLOGY HAVE INCREASED OVER THE PAST 7 YR. AT THE PRESENT, THESE PROGRAMS EMPLOY 11 FULL-TIME FACULTY MEMBERS FOR EVERY 7 EMPLOYED IN SUCH PROGRAMS IN 1960. THE NUMBER OF DEGREES GRANTED HAS DOUBLED SINCE 1960. THERE ARE 180 PROGRAMS OFFERING EITHER A MASTER'S OR DOCTOR'S DEGREE OR BOTH, CONTRASTED TO 130 FORMERLY LISTED. THE FACTORS THAT RETARD GROWTH ARE LACK OF FUNDS AND QUALIFIED PERSONNEL.

DOC YEAR: 1967 VOL NO: 41 ABSTRACT NO: 12639
VOCATIONAL INTEREST PATTERNS OF SPEECH PATHOLOGISTS AND AUDIOLOGISTS.
MARTYN, MARGARET M.; SHEEHAN, JOSEPH
ASHA 1967 , 9(6), 207-213.

THE VOCATIONAL INTEREST OF A RANDOM SAMPLE OF 200 MALE AND 200 FEMALE MEMBERS OF THE AMERICAN SPEECH AND HEARING ASSOCIATION WERE STUDIED BY MEANS OF THE SVIB. THESE RESPONSES WERE COMPARED TO THOSE MADE BY 74 FELLOWS OF ASHA IN A PREVIOUS STUDY. THERE WAS NO SIGNIFICANT DIFFERENCE BETWEEN THE INTEREST PROFILE OF SPEECH PATHOLOGY AND THAT OF AUDIOLOGY. THE INTEREST PROFILE OF THE SS UNDER STUDY IS SIMILIAR TO THAT OF PSYCHOLOGISTS AND PHYSICIANS. THE DEVELOPMENT OF A STRONG VOCATIONAL INTEREST SCALE FOR SPEECH PATHOLOGISTS AND AUDIOLOGISTS IS NEEDED.

DOC YEAR: 1967 VOL NO: 41 ABSTRACT NO: 03412
A DESCRIPTIVE PROFILE OF TEACHERS OF HEARING HANDICAPPED CHILDREN WITH IMPLICATIONS FOR TEACHER RECRUITMENT.
RUDLOFF, JOSEPH S.
U. CALIFORNIA, LOS ANGELES
DISSERTATION ABSTRACTS 1966 , 27(4-A), 886.

Blind

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 10832
A study of the attitudes of teachers of visually handicapped children in Michigan and Ohio relating to professional preparation needs in the area of orientation and mobility.
Barach, George J.
Wayne State U.
Dissertation Abstracts International 1970, Oct, Vol. 31(4-A), 1647-1648.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 07908
Study of graduates in the education of the visually disabled.
Weishahn, Mel W.
U. Northern Colorado, School of Special Education & Rehabilitation
Exceptional Children 1972 Apr Vol. 38(8) 605-612
Studied the responses of 51 graduates with masters degrees in education of the visually disabled on a questionnaire assessing their specific educational and personal characteristics, vocational behavior, and evaluation of their preparation program. The means for preparation and value of preparation were not significant. However, examination of the t ratios by each of 7 competency areas indicated the ratings differed significantly in (a) techniques and methods of instruction, (b) acquisition and preparation of educational materials, and (c) general special education competency. (18 ref.)

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 02806
INFORMATION AS A FACTOR IN PERCEPTION OF THE BLIND BY TEACHERS.
WYLER, FRANK T.; WILSON, MILTON E., JR.; FRUMKIN, R. M.
VOCATIONAL GUIDANCE + REHABILITATION SERVICES, CLEVELAND, O.
PERCEPTUAL + MOTOR SKILLS 1967 , 25(1), 188.

Deaf

DOC YEAR: 1972 VOL NO: 47 ABSTRACT NO: 07595
THE MOTIVATION TO WORK IN DEAF TEACHERS OF THE DEAF.
VESCOVI, GENO M.
U. ARIZONA
DISSERTATION ABSTRACTS INTERNATIONAL 1971, NOV, VOL. 32(5-A), 2517.

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 04443
Characteristics and attitudes of teachers of the deaf in relation to method of communication.
Falls, Charles W.
U. Nebraska Teachers Coll.
Dissertation Abstracts 1968, 29(2-A), 480.

DOC YEAR: 1967 VOL NO: 41 ABSTRACT NO: 12321
ATTITUDES OF AUDIOLOGISTS AND TEACHERS OF THE DEAF.
KOPP, HARRIET
ASHA 1967, 9(6), 214-215.

THE RELATIONSHIP BETWEEN AUDIOLOGISTS AND TEACHERS OF THE DEAF IS HAMPERED BECAUSE OF THE FAILURE TO DELIMIT THE ROLE OF EITHER PROFESSION ON THE BASIS OF PROFESSIONAL PREPARATION, REAL OR ASSUMED DIFFERENCES IN LEVELS OF PROFESSIONAL PREPARATION AND EXPERIENCE, GEOGRAPHIC SEPARATION WHICH MAKES DIRECT INTERACTION DIFFICULT, PROBLEMS OF CLINICAL EVALUATION VS. CLASSROOM ASSESSMENT, AND OMISSION OF PERIODIC JOINT EVALUATIONS OF CASES WHICH RESULT IN PROBLEMS ARISING FROM 1-SHOT DIAGNOSES. THESE PROBLEMS CAN BE COUNTERACTED BY EFFORTS OF EACH PROFESSION TO LEARN ABOUT EACH OTHER.

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 11290
Attitudes of rehabilitation counselors with the deaf toward deafness and deaf people.
Galloway, Victor H.
U. Arizona
Dissertation Abstracts International 1973 Jan Vol. 33(7-A) 3286-3287

Emotionally Disturbed

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 08019
The relationship between attitudes of teachers of emotionally disturbed children toward pupil control and their selection of an educational framework and classroom approach.
Weiss, Stephen G.
New York U.
Dissertation Abstracts International 1972 Jul Vol. 33(1-A) 208-209

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 04549
REJECTION OF SELF AND OF DEVIANT OTHERS AMONG STUDENT TEACHERS.
YAMAMOTO, KAORU; WIERSMA, JACK
U. IOWA
JOURNAL OF SPECIAL EDUCATION 1967 , 1(4), 401-408.

HYPOTHESIZED THAT REJECTION OF SELF, REJECTION OF THE PHYSICALLY HANDICAPPED, REJECTION OF THE MENTALLY ILL AND ARISTOTELIAN THOUGHT ORIENTATION ARE RELATED. FROM 33 MALE AND 63 FEMALE PSYCHOLOGY STUDENTS, 8 VARIABLES WERE OBTAINED: SELF-ESTEEM, ATTITUDE TOWARD THE DISABLED, TOLERANCE OF THE MENTALLY ILL, HELP SOURCES SUGGESTED FOR THE MENTALLY ILL, MENTAL ILLNESS INCIDENCE, INSTITUTIONALIZATION INCIDENCE, INCARCERATION INCIDENCE, SEX INCIDENCE OF MENTAL ILLNESS AND ''IS OF IDENTITY.'' WHEN THESE VARIABLES WERE INTERCORRELATED, 7 OF THE 28 COEFFICIENTS WERE SIGNIFICANT AT OR BEYOND THE .05 LEVEL, THE RATIO ITSELF BEING SIGNIFICANT AT THE .001 LEVEL. REGRESSION OF ATTITUDE TOWARD THE DISABLED ON TOLERANCE OF THE MENTALLY ILL AND THAT OF SELF-ESTEEM ON TOLERANCE OF THE MENTALLY ILL WERE NONLINEAR, THE CORRELATION RATIOS BEING HIGH AND SIGNIFICANT. THE FORMER RELATIONSHIP WAS IN AGREEMENT WITH THE HYPOTHESIS OF GENERALIZED ATTITUDE OF REJECTION, WHILE THE LATTER RAN COUNTER TO IT. SEVERAL POSSIBLE EXPLANATIONS FOR THESE FINDINGS ARE OFFERED. IT IS CONCLUDED THAT THE HYPOTHESIS SHOULD BE TENTATIVELY ACCEPTED. (48 REF.)

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 02961
A POPULATION ANALYSIS OF TEACHER CHARACTERISTICS ASSOCIATED WITH OVERALL CHANGE IN EMOTIONALLY HANDICAPPED BOYS.
LABENNE, WALLACE D.
EASTERN MICHIGAN U.
PSYCHOLOGY 1967 , 4(4), 24-27.

ATTEMPTS TO IDENTIFY AND EVALUATE THE TEACHER CHARACTERISTICS WHICH RELATE TO CHANGE IN THE EMOTIONALLY HANDICAPPED PUPIL. SS WERE 152 PUPILS AND 7 TEACHERS. RESEARCH INDICATES THAT A STATISTICALLY SIGNIFICANT RANK-DIFFERENCE CORRELATION EXISTS BETWEEN THE OVERALL POSITIVE PUPIL CHANGE MEASURED AND HIGH SCORES ON THE FOLLOWING TEACHER CHARACTERISTICS: (1) PREFERRED TEACHING METHODOLOGY EMPHASIZING LEARNING AND MENTAL HEALTH PRINCIPLES; (2) ACHIEVEMENT AND EXHIBITIONISM NEEDS; (3) PERCEPTION OF THE VALUE AND EFFECTIVENESS OF THE SCHOOL, THE MENTAL HEALTH PROFESSION, AND THE TEACHER'S REAL AND IDEAL SELF; (4) ATTITUDES TOWARD EDUCATIONALLY RELATED SITUATIONS INVOLVING CHILD CENTEREDNESS AND ACCEPTANCE, SELF-INVOLVEMENT IN STUDENT PROBLEMS, AND OPENNESS TO SUPERIORS; AND (5) THE EGO STRENGTH OF THE TEACHERS.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 07475

Comparison of children's perceptions of child care workers and therapists.

Portnoy, Sanford M.; Biller, Henry B.

Journal of Clinical Psychology 1973 Jan Vol. 29(1) 96

Administered the semantic differential to 48 emotionally disturbed children in residential treatment. Ss rated their child-care worker and their therapist. One mo. later the Ss, using 2 people they saw on videotape, rated a child-care worker and a therapist. Real therapists were rated as being better than real child-care workers. Real child-care workers were rated as somewhat more active than real therapists and somwhat more active than child-care workers. Real therapists were rated as being better than therapist figures, while the therapist figures were rated more active than real therapists.

EJ043589 CG503525

ATTITUDES OF COUNSELORS TOWARD THREE HANDICAPPED CLIENT GROUPS

Wicas, Edward A.; Carluccio, Lance W. Rehabilitation Counseling Bulletin: 15; 1; 25 Sep 71

Counselors were asked to indicate their preferences among three kinds of clients: culturally deprived black, ex convict, and ex mental patient. Data suggested that counselors do have biases and that these biases color how counselors perceive and respond to clients with certain handicapping conditions. (Author)

Mentally Retarded

EJ025711 SP500359
TEACHERS FOR THE MENTALLY RETARDED
Goldstein, Irwin Teacher Educ; 21; 2; 6-8, 19 Jan-Feb '70

ED051602 24 EC032508
ATTITUDE BEHAVIORS TOWARD MENTALLY RETARDED PERSONS: A CROSS CULTURAL ANALYSIS.
Jordan, John E.
Michigan State Univ., East Lansing. Coll. of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
Bureau No.-BR-7-E-126
Grant-OEG-0-8-000126-0197
Pub Date 70 Note-299p.
Available from-John E. Jordan, College of Education, Michigan State University, East Lansing, Michigan
EDRS Price MF-$0.65 HC Not Available from EDRS.

Used in a cross-cultural study was the Attitude Behavior Scale-Mental Retardation (ABS-MR), designed to examine aspects of attitude-behaviors that are invariant, culturally determined, object determined, or situation determined, and multivariate relationships between these components. Data on structure, content, and determinants of attitudes of over 3,000 persons in seven countries were gathered. Concentrated upon were four groups: special education rehabilitation workers, regular teachers, parents of the retarded, and parents of the non-retarded. The instrument consisted of a facet theory derived six level attitude scale and questionnaire. Data are analyzed in terms of the relationship of attitude to the following predictor variables: values, knowledge of retardation, amount of contact with retarded, religiosity, age and education, openness to change, group membership, and multidimensionality. Data showed that attitudes at the action-behavior levels have an affective-value-contactual basis rather than a cognitive-knowledge one. Data also proved that the ABS-MR attitude-levels do exhibit a simplex structure, that selected variables are effective predictors of attitude-behaviors, that the ABS-MR can differentiate between groups having different degrees of favorableness of attitude, and that it is cross-culturally equivalent and comparable. (KW)

EJ059066 EC041988
HOSPITAL IMPROVEMENT PROJECT AT WORK
Allen, Robert M.; And Others Mental Retardation; 10; 3; 28-9 Jun 72

One year after the new divisional concept of organization was initiated in an institution for the retarded, attitudes of staff toward the change were surveyed. (KW)

EJ007155 EC500462
STAFF ATTITUDES IN A MENTAL HOSPITAL WHICH ESTABLISHED A MENTAL RETARDATION UNIT
Babow, Irving; Johnson, Alonza C. Amer J Ment Deficiency; 74; 1; 116-24 69 Jul

EJ061854 EC042550
MEASUREMENT OF PERFORMANCE EFFECTIVENESS OF HOSPITAL ATTENDANTS
Prien, Erich P. American Journal of Mental Deficiency; 77; 1; 21-5 Jul 72
A report of the construction and analysis of a forced choice measure of performance behavior effectiveness of attendants in hospitals for the mentally retarded was made. (Author)

EJ061399 EC042607
CHARGE ATTENDANT ATTITUDES TOWARD WORKING RESIDENTS
Cleland, Charles C.; And Others Mental Retardation; 10; 4; 31-5 Aug 72
Questionnaires were completed by 46 attendants on the work habits of 301 student helpers working with severely mentally handicapped persons. (Author)

EJ063344 EC042741
TO WHAT BEHAVIORS DO ATTENDING ADULTS RESPOND?
Warren, Sue Allen; Mondy, Lewis W. American Journal of Mental Deficiency; 75; 4; 449-55 Jan 71
Responses of 15 attending adults to more than 800 samples of behavior of 49 ambulatory institutionalized young retarded children were recorded. (Author)

EJ044312 EC033151
ATTITUDE SAMPLING OF INSTITUTIONAL CHARGE ATTENDANT PERSONNEL: CUES FOR INTERVENTION
Overbeck, Dan Mental Retardation; 9; 4; 8-10 Aug 71
The Efron and Efron Scale of Attitudes toward the Mentally Retarded was administered to 41 institutional attendants to identify factors correlating with demographic data to generate suggestions for reducing the resistance of staff personnel to developmentally-oriented residential programs. (KW)

EJ021024 EC501242
TEACHER AIDE ATTITUDES TOWARD THE MENTALLY RETARDED
Strauch, James D.; And Others Training Sch Bull; 67; 1; 15-9 May '70

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 07988
Teacher bias effects with severely retarded children.
Soule, Donald
North Carolina Dept. of Mental Health, Raleigh
American Journal of Mental Deficiency 1972 Sep Vol. 77(2) 208-211
Selected 24 8-16 yr. old severely retarded children who were judged, through extensive testing, to be capable of making further intellectual and social progress. Ss were then divided into experimental and control groups. Optimistic psychological reports on the experimental group were given to their cottage parents to produce, if possible, teacher bias or expectancy effects. From results of posttesting after 6 mo., no effects of teacher bias were found. (19 ref.)

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 10738
Attitudes of coaches and educable mental retardates toward the retardates' participation in interscholastic athletic competition.
Schilit, Jeffrey
Ohio State U.
Dissertation Abstracts International 1970, Oct, Vol. 31(4-A), 1652.

EJ053104 EC041249
EDUCATIONAL MATERIALS: THE ATTITUDES OF TEACHERS OF THE MENTALLY RETARDED TOWARD TEACHER EVALUATION OF INSTRUCTIONAL MATERIALS
Baum, Dale D. Education and Training of the Mentally Retarded; 7; 1; 46-50 Feb 72

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 01686
Educable mentally retarded students' perceptions of teachers' nonverbal behavior.
Ball, Howard G.
Ohio State U.
Dissertation Abstracts International 1973 Feb Vol. 33(8-A) 4212-4213

DOC YEAR: 1972 VOL NO: 47 ABSTRACT NO: 07687
RELATION OF CERTAIN PERSONALITY CHARACTERISTICS TO THE VERBAL RESPONSES OF STUDENT-TEACHERS TO MENTALLY RETARDED PUPILS.
BERKOWITZ, ALBERT J.
BOSTON U., SCHOOL OF EDUCATION
DISSERTATION ABSTRACTS INTERNATIONAL 1971, OCT, VOL. 32(4-A), 1938-1939.

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 17665
A STUDY OF INTRATEACHER GROUP VARIATIONS; THE MEASURED INTERESTS OF TEACHERS OF THE EDUCABLE MENTALLY HANDICAPPED.
CASTRICONE, NICHOLAS R.
U. VIRGINIA
DISSERTATION ABSTRACTS 1968 , 28(10-A), 3879.

DOC YEAR: 1972 VOL NO: 47 ABSTRACT NO: 07605
RELATING STUDENT AND TEACHER PERSONALITY AND COGNITIVE CHARACTERISTICS WITH SCHOOL ACHIEVEMENT OF EDUCABLE MENTALLY RETARDED CHILDREN.
NELSON, JOHN C.
GEORGE PEABODY COLL. FOR TEACHERS
DISSERTATION ABSTRACTS INTERNATIONAL 1971, OCT, VOL. 32(4-A), 1948.

EJ044055 VT502783
A MEASUREMENT OF ATTITUDES OF HOME ECONOMICS EDUCATION STUDENT TEACHERS TOWARD THE MENTALLY RETARDED
Holman, Mary Jo; Jorgenson, D. Elaine Journal of Home Economics; 63; 7; 533-536 Oct 71
Reports a survey of 70 student teachers concerning their attitudes toward the mentally retarded. (Editor)

EJ000807 EC500024
MORALE OF TEACHERS OF MENTALLY RETARDED CHILDREN: AN EXPLORATORY INVESTIGATION
Jones, Reginald L. Educ Training Ment Retard; 4; 1; 4-10 69 Feb

ED075345 SP006207
AN INVESTIGATION OF TEACHER EXPECTANCIES OF INSTRUCTIONAL MATERIALS. RESEARCH REPORT #2.
Bogatz, Boris E.
Oregon Univ., Eugene. Northwest Regional Special Education Instructional Materials Center.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Nov 70 Note—21p.
EDRS Price MF-$0.65 HC-$3.29

This study investigated the possibility that a teacher's preconceived idea of the worth of an instructional material would affect the academic achievement of the students with whom the material was used. Twenty-four classes of educable retarded children were randomly assigned to one of three groups. Groups I and II were experimenta; group III was the control. Teachers of groups I and II were provided with instructional materials accompanied by fictitious evaluative summaries designed to bias their opinions in a positive or negative direction. The control group teachers received no accompanying biased summaries. Analyses of students' pre- and posttest achievement scores suggested that the impression a teacher held of instructional material significantly influenced subsequent academic achievement. Results also indicated that a teacher's impression of the material was significantly influenced by the activities of Special Education Instructional Materials Centers. (Nine tables of statistical data are included.) (Author/BRB)

ED021355 40 EC001200

AN ANALYSIS OF THE TEACHER-PUPIL VERBAL INTERACTION IN SPECIAL CLASSES FOR THE MENTALLY RETARDED.

Minskoff, Esther Hirsch

Yeshiva Univ., New York, N.Y.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.-BR-6-8092

Grant-OEG-32-42-1700-6008

Pub Date Feb 67 Note-191p.

EDRS Price MF-$0.65 HC-$6.58

The study analyzed teacher-pupil interaction in the classes of nine experimental (E) and eight control (C) teachers and their 167 mentally retarded pupils (mean age = 10.2, mean IQ = 68.76) The E-teachers were given 32 training sessions in an experimental curriculum and the inductive teaching method. Classes were tape recorded for 1 day. Analysis indicated that the distribution of the E-teachers' questions was cognitive-memory (88%), evaluative thinking (5%), convergent thinking (4%), and divergent thinking (3%). Significantly more (.001 level) cognitive-memory questions were asked by the teachers than any of the other three types of questions. A comparison of the experimental and control groups demonstrated that E-teachers did not ask significantly more productive thinking or ask for significantly more evaluations after the students' incorrect answers than C-teachers, (2) there was less consistency for E-teachers' questions irrespective of subject matter areas, and (3) there were no significant differences between the E- and C-teachers' statements in the categories studied. Additional data on teacher and student characteristics are considered. Appendixes describe the Gallagher-Aschner Classification System and provide samples of teacher-pupil interactions demonstrating aspects of the inductive method. (JD)

DOC YEAR: 1971 VOL NO: 46 ABSTRACT NO: 05528

Role expectations for the teacher of secondary educable mentally retarded as held by counselors, administrators and teachers of the retarded.

Salvador, Virginia M.

U. Oregon

Dissertation Abstracts International 1971, Jan, Vol. 31(7-A), 3377-3378.

DOC YEAR: 1971 VOL NO: 46 ABSTRACT NO: 05603

Levels of agreement in role expectations and perceived role expectations for the teacher of educable mentally retarded elementary children.

Anderson, Richard D.

U. Oregon

Dissertation Abstracts International 1971, Jan, Vol. 31(7-A), 3368.

ED040529 40 EC005768

AN EXPLORATORY STUDY OF THE RELATIONSHIP BETWEEN THE TRAINING, EXPERIENCE, AND SELECTED PERSONALITY CHARACTERISTICS OF TEACHERS AND THE PROGRESS OF TRAINABLE MENTALLY HANDICAPPED CHILDREN. FINAL REPORT.

Semmel, Melvyn I.; And Others

Wayne County Intermediate School District, Detroit, Mich.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.

Bureau No.-BR-5-1051

Grant-OEG-5-10-022

Pub Date Jun 69 Note-665p.

EDRS Price MF-$0.65 HC-$23.03

Data were obtained from surveying and testing 86 teachers and 979 trainable mentally handicapped (TMH) children. Results indicated that most teachers were married and had college degrees, but had only limited experience and no relationship outside the classroom with retarded children. Over a fourth were not certified. Most preferred to teach preschool or elementary, were disturbed by behavior problems and lack of pupil response, and viewed patience, calmness, and a sense of humor as greatest teacher assets. They emphasized the development of social skills abilities in their pupils and regarded the goals of social skills and emotional maturity as the best liked characteristics of their pupils. Most pupils in the 40 to 49 IQ range were judged capable of intelligible speech; mongoloids outnumbered brain injured children; most pupils had been in the county programs for 2 years or less. Over half the pupils had no retarded siblings; most came from blue collar families with the mother at home. Statistical analysis indicated that the vast majority of teacher variables were unrelated to pupil growth as measured by the Cain Levine Social Competency Scale. Six related studies are included. (JD)

DOC YEAR: 1971 VOL NO: 46 ABSTRACT NO: 05606

Role expectations of elementary teachers of the educable mentally retarded.

Barnhill, Edgar W.

U. Oregon

Dissertation Abstracts International 1971, Jan, Vol. 31(7-A), 3368-3369.

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 05004

Effectiveness of teachers of the educable mentally retarded as related to preparation.

Schmidli, Karl R.

Colorado State Coll.

Dissertation Abstracts International 1970, Jul, Vol. 31(1-A), 255.

EJ087014 SP502155

PROJECTED TMR TEACHER COMPETENCIES: COLORADO COMMUNITY CENTER SURVEY

Owens, Kaye D. Colorado Journal of Educational Research; 12; 4; 24-7 Sum 73

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 05767
Competencies possessed by student teachers in the field of education of mentally handicapped children.
Lucky, Luretha
Arizona State U.
Dissertation Abstracts International 1973 Apr Vol. 33(10-A) 5586

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 01311
A tentative description of the school-work study teacher of the mentally retarded.
Younie, William J.
Teachers Coll., Columbia U.
Mental Retardation 1968, Oct, Vol. 6(5), 15–19

Describes characteristics, problems, and suggestions for improving teacher preparation that were elicited from 103 inservice, work-study teachers. Teachers indicated that although they are quite similar in outward characteristics to other secondary school teachers they have unique needs which must be provided for in teacher preparation, certification, and supervision programs.

DOC YEAR: 1972 VOL NO: 47 ABSTRACT NO: 07697
A COMPARISON OF PERSONALITY TRAITS OF EXPERIENCED AND PROSPECTIVE TEACHERS OF THE EDUCABLE MENTALLY RETARDED AND NON-RETARDED IN MISSISSIPPI.
HEADRICK, EDWIN B.
MISSISSIPPI STATE U.
DISSERTATION ABSTRACTS INTERNATIONAL 1971, OCT, VOL. 32(4-A), 1916.

EJ068917 AA513992
AFFECTIVE AND COGNITIVE EDUCATIONAL GOALS AND BEHAVIOR IN MENTAL RETARDATES
Day, Marjorie Starr Educational Horizons; 50; 4; 207-11 Sum 72

Study of student-teacher relationships revealed that "affective oriented" teachers may be most successful with retarded pupils. (SP)

EJ003718 EC500211
THE AFFECTIVE/COGNITIVE ATTITUDE DIMENSION OF TEACHERS OF EDUCABLE MENTALLY RETARDED MINORS
Schmidt, Leo J.; Nelson, Calvin C. Except Children; 35; 9; 695-701 69 May

EJ021023 EC501224
MORE THAN KNOWING: CLERGYMEN; THEIR ATTITUDES TOWARD AND KNOWLEDGE OF THE MENTALLY RETARDED
Peterson, Dwayne D. Ment Retardation; 8; 2; 24-6 Apr '70

EJ044925 CG503570
A PROBLEM OF INVOLVEMENT WITH PARENTS OF MILDLY RETARDED CHILDREN
Wadsworth, H. G.; Wadsworth, Joanna B. Family Coordinator; 20; 2; 141-147 Apr 71
Questionnaires were sent to parents of mildly retarded children in special education classes. Parental responses reinforced changes planned by the school. An obvious need for parents of these children is an education program to provide an opportunity for increased involvement and to strike at many misconceptions which persist regarding retardation. (Author)

EJ051923 EC041075
EFFECT OF STAFF ETHNOCENTRISM ON THE RATING OF SELF-HELP SKILLS OF MINORITY GROUP MENTALLY RETARDED PATIENTS
Boroskin, Alan; Giampiccolo, James S. American Journal of Mental

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 10529
Attitudes of Texas Mexican-Americans toward mental retardation: A Guttman facet analysis.
Morin, Kenneth N.
Michigan State U.
Dissertation Abstracts International 1970, Sep, Vol. 31(3-A), 1082-1083.

Multiple Handicaps

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 03046
Multiple handicaps: A comparison of special education teachers on a taxonomical inventory of eight areas of disability.
Hart, Verna L.
Wayne State U.
Dissertation Abstracts 1968, 29(1-A), 167.

Physically Handicapped

EJ040824 CG503141

DEFINITIONS OF DISABILITY AS DETERMINANTS OF SCORES ON THE ATTITUDE TOWARD DISABLED PERSONS SCALE

Smits, Stanley J.; And Others Rehabilitation Counseling Bulletin; 14; 4; 227-235 Jun 71

The intent of the study was to determine whether persons differing in selected dimensions, e.g., age and educational level, perceive disabilities with similar attitudes. Results indicated that teachers and college students differed significantly regarding areas of exceptionality which should be considered as disabilities. (Author)

EJ044915 CG503526

PERSONALITY CHARACTERISTICS AND ATTITUDES TOWARD THE DISABLED BY STUDENTS IN THE HEALTH PROFESSIONS

Durfee, Richard Rehabilitation Counseling Bulletin; 15; 1; 35 Sep 71

This study attempted to verify Holland's theory of intellectual and social orientations by use of Jung's typological characteristics. Support was obtained for the original hypotheses for male subjects on three of the four personality variables. The results for female subjects were insignificant except for attitudes toward the disabled. (Author)

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 03708

Teacher reactions to physically disabled students.

Cannella, Ronald M.
Rutgers State U.
Dissertation Abstracts International 1973 Mar Vol. 33(9-A) 4930

DOC YEAR: 1972 VOL NO: 47 ABSTRACT NO: 07340

A COMPARATIVE STUDY OF DISABLED AND NON-DISABLED REHABILITATION COUNSELORS IN RELATION TO THEIR ATTITUDES TOWARD DISABLED PERSONS, STANDARDS FOR GENERALIZED WORK PERFORMANCE, AND WORK ATTITUDES PERCEIVED.

HEDGEMAN, BETTY S.
NEW YORK U.
DISSERTATION ABSTRACTS INTERNATIONAL 1971, NOV, VOL. 32(5-A), 2483-2484.

DOC YEAR: 1967 VOL NO: 41 ABSTRACT NO: 02006
THE INCIDENCE OF EMPLOYED NEW JERSEY PUBLIC SCHOOL TEACHERS HAVING CERTAIN PHYSICAL HANDICAPS AND THE EFFECT OF THE HANDICAP ON SPECIFIC TEACHING TASKS.
KING, GEORGE G., JR.
RUTGERS STATE U.
DISSERTATION ABSTRACTS 1966 , 27(2-A), 407.

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 01400
A study of the nature and determinants of attitudes of college counselors toward physically disabled persons.
Palmerton, Keith E.
Michigan State U.
Dissertation Abstracts 1968, 28(12-A), 4828.

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 10471
ATTITUDES OF REHABILITATION PERSONNEL TOWARD PHYSICALLY DISABLED PERSONS IN COLOMBIA, PERU, AND THE UNITED STATES.
JORDAN, JOHN E.; FRIESEN, EUGENE W.
MICHIGAN STATE U.
JOURNAL OF SOCIAL PSYCHOLOGY 1968 , 74(2), 151-161.

INVESTIGATED RELATIONSHIPS BETWEEN VARIABLES RELATED TO ''NATIONALITY'' INTERPERSONAL VALUES, ATTITUDES, AND PERSONAL CONTACT WITH THE DISABLED. IT WAS HYPOTHESIZED AND SUPPORTED THAT THE VALUES AND ATTITUDES OF SS IN THE 3 NATIONS PARALLEL AN UNDERLYING POSTULATED CONTINUUM OF SOCIOECONOMIC-EDUCATIONAL MODERNIZATION; FROM MODERN TO TRADITIONAL IN THE ORDER UNITED STATES, COLOMBIA, PERU. SS WERE PROFESSIONALS FROM THE SPECIAL EDUCATION AND REHABILITATION SPECIALITY, (103 FROM WICHITA, KANSAS; 67 FROM BOGOTA, COLOMBIA; AND 38 FROM LIMA, PERU). THE PREDICTED ORDER WAS CONFIRMED FOR 7 OF THE 10 VARIABLES. OF THE 3 NOT CONFIRMED, RAPID AND VIOLENT CHANGES WITHIN COLOMBIA WERE THOUGHT TO BE THE PRIMARY DETERMINANTS. THE COLOMBIAN REVERSALS MAY ALSO HAVE REFLECTED EITHER AN OVERACCEPTANCE OF PROGRESSIVE VALUES OR AN AMBIVALENCE TOWARD CHANGES THAT HAVE BEEN ACCEPTED BUT NOT MEANINGFULLY ARTICULATED WITHIN THE CULTURE. (42 REF.)

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 19116
ATTITUDES OF SOME GIFTED ADULTS, FUTURE REHABILITATION COUNSELORS, AND REHABILITATION PROFESSORS TOWARD DISABILITIES.
WILSON, MILTON E., JR.; SAKATA, ROBERT; FRUMKIN, R. M.
KENT STATE U. REHABILITATION CENTER
PSYCHOLOGICAL REPORTS 1968 , 22(3, PT. 2), 1303-1304.

JUDGMENTS OF 50 BRIGHT ADULTS WERE SIGNIFICANTLY SIMILAR TO THOSE OF 32 FUTURE EXPERTS IN REHABILITATION. BOTH GROUPS WERE SIGNIFICANTLY DIFFERENT FROM THE 7 EXPERTS (REHABILITATION PROFESSORS) WHOSE ATTITUDES REPRESENTED A MORE OBJECTIVE VIEW OF THE NATURE OF THE 8 DISABILITIES EXAMINED. TO RALLY COMMUNITY SUPPORT FOR PROGRAMS OF REHABILITATION, CONSIDERATION OF MISCONCEPTIONS IN SUCH GROUPS IS ESSENTIAL.

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 07781

ATTITUDES OF SPECIAL EDUCATORS TOWARD THE PHYSICALLY HANDICAPPED AND TOWARD EDUCATION.

MADER, JOHN B.

MICHIGAN STATE U.

DISSERTATION ABSTRACTS 1967 , 28(5-A), 1624.

EJ061539 VT503985

THE IMPACT OF EXPERIENCE AND TRAINING IN REHABILITATION ON THE COUNSELING RELATIONSHIP WITH A PHYSICALLY DISABLED CLIENT

Kennedy, James P.; Anthony, William A. Rehabilitation Research and Practice Review; 3; 2; 31-34 Spr 72

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 01433

Attitudes of special educators versus regular teachers toward the physically handicapped and toward education in Michigan.

Green, James H.

Michigan State U.

Dissertation Abstracts 1968, 26(12-A), 4872.

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 15682

College counselor knowledge about and attitudes toward disabled persons.

Palmerton, Keith R.; Frumkin, R. M.

Kent State U.

Perceptual & Motor Skills 1969, 28(2), 657-658.

Of 130 college counselors, 81 completed and returned the Yuker Attitudes Toward Disabled Persons Scale and a modified version of the Haring General Information Inventory, a scale which measures knowledge about disabled persons. While the relationship between knowledge and attitudes was not significant (p = .088), there was a tendency for attitudes and knowledge to be related. However, the attitudes are the reverse of those hypothesized, i.e., the greater the knowledge the more unfavorable the attitudes toward the disabled. Seeing disabled persons as different from normal persons may be a negative orientation. Present data raise some question about the validity of that assumption.

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 15885

Type of contact as a factor in attitudes of college counselors toward the physically disabled.

Palmerton, Keith R.; R. Frumkin, R. M.

Kent State U.

Perceptual & Motor Skills 1969, 28(2), 489-490.

Questioned 81 college counselors about the type of contact they had with the physically disabled and how this related to their attitudes toward such person. Counselors who had favorable attitudes were likely to be those who enjoyed their contact, did not find it easy to avoid contact, and had available alternative job opportunities with the non-disabled.

Speech Handicapped

THE VOCATIONAL INTERESTS OF WOMEN IN SPEECH PATHOLOGY AND AUDIOLOGY.
CAMPBELL, DAVID P.; SCHUELL, HILDRED
U. MINNESOTA
ASHA 1967 , 9(3), 67-72.

THE VOCATIONAL INTERESTS OF 352 FEMALE SPEECH PATHOLOGISTS AND AUDIOLOGISTS WERE MEASURED BY THE SVIB. THE INTERESTS OF THESE SS WAS SIMILAR TO THAT FOUND IN MALE SPEECH PATHOLOGISTS AND AUDIOLOGISTS. THESE SS SHOWED AN INTEREST IN LANGUAGE, IN THE SOCIAL AND BIOLOGICAL SCIENCES, AND IN CLINICAL AND PROFESSIONAL SERVICES. AUDIOLOGISTS SHOWED A STRONGER INTEREST IN INSTRUMENTATION AND MEASUREMENT. THE INTEREST OF WOMEN IN SPEECH PATHOLOGY SHOWED A SIGNIFICANT DIFFERENCE FROM THE INTEREST PATTERN OF WOMEN IN OTHER PROFESSIONS. BECAUSE OF THIS SIGNIFICANT DIFFERENCE, IT WOULD BE POSSIBLE TO CONSTRUCT A SPEECH PATHOLOGISTS AND AUDIOLOGISTS SCALE FOR THE SVIB.

DOC YEAR: 1967 VOL NO: 41 ABSTRACT NO: 15659

FACTORS RELATED TO TEACHERS' OPINIONS AND UNDERSTANDINGS CONCERNING SPEECH HANDICAPPED SCHOOL CHILDREN.
PHILLIPS, PHYLLIS P.
AUBURN U.
DISSERTATION ABSTRACTS 1967 , 27(10-B), 3701-3702.

PERSONNEL TRAINING

Special Education Teacher Preparation

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Undergraduate Overviews 165
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Undergraduate Overviews

EJ069846 EC050636
APPROXIMATING NONCATEGORICAL TEACHER EDUCATION
Blackhurst, A. Edward; And Others Exceptional Children; 39; 4; 284-88 Jan 73

EJ000800 EC500017
AN UNDERGRADUATE COURSE IN ORGANIZATION OF PROGRAMS FOR THE MENTALLY RETARDED
Christoplos, Florence; Valletutti, Peter Educ Training Ment Retard; 4; 1; 37-43 69 Feb

EJ073140 EC050953
A NONCATEGORICAL AND FIELD-COMPETENCY MODEL FOR TEACHER PREPARATION IN SPECIAL EDUCATION
Christoplos, Florence; Valletutti, Peter Journal of Special Education; 6; 2; 115-20 Sum 72

ED029447 40 EC004015
PRE-PROFESSIONAL TRAINING IN MENTAL RETARDATION. FINAL REPORT.
Lown, Irving C., Jr.
Arizona Children's Colony, Coolidge.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.-BR-8-0805
Grant-OEG-0-8-080805-4484(032)
Note-24p.

To interest students in mental retardation health services careers, 10 eligible prebaccalaureate students were selected to participate in a 10-week summer training program. The first 2 weeks involved orientation to informational and training aspects of mental retardation and exposure to the health services related disciplines of recreational and physical therapy. For the remaining 8 weeks, the students, five in physical and five in recreational therapy, were assigned to an area where no extensive programing of this kind was previously administered. Two cottages consisting of 126 female profoundly retarded residents received an intensive systematic stimulation and training program with supervision by professional representatives. Results indicated that the residents showed improvement in self care abilities, motor behavior and more mature social responsiveness. Evaluation of the students, involving an informational test on mental retardation and a 500-word essay offering a critique and subjective report of the work experience's effect on the students' career intentions, indicated involvement on the part of the students, a sense of professional identification, and acquisition of appropriate skills and attitudes. (Author/JD)

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 03822
An evaluation of the preparation programs for teachers of the mentally retarded in Minnesota.
Lovelace, William E.
U. North Dakota
Dissertation Abstracts International 1972 Jul Vol. 33(1-A) 213

ED063711 EC042223

TOWARDS A NATIONAL MENTAL RETARDATION MANPOWER MODEL FOR CANADA.

Linton, Thomas E.
Illinois Univ., Chicago. Coll. of Education.
Pub Date 71 Note-72p.
EDRS Price MF-$0.65 HC-$3.29

The stated need for developing a national mental retardation manpower model for Canada is not the manpower shortages in mental retardation, but the unsound conceptual and functional approaches to the socialization and education of the mentally retarded. The report is divided into the four major areas investigated by a task force. First, the section on surveying existing training programs available for associate professionals and volunteer personnel includes preschool, home care, residential, and occupational vocational programs. The second section on recommending a training curriculum for associate professionals clarifies four diploma levels. Recommending improved methods for utilizing personnel in the field of mental retardation and allied developmental handicaps constitutes the third section. Topics covered are general rationale, implementation methods, programs for new workers and present staff members, professionals, and programs for volunteers. The fifth section consists of recommending a pattern of implementation indicating specific roles and responsibilities of local, provincial and national agencies. A summary of recommendations concludes the report. (CB)

ED026794 40 EC003659

A REGIONAL APPROACH TO TRAINING AND RESEARCH IN THE EDUCATION OF HANDICAPPED CHILDREN.

Fudell, Stanley E.
Southern Regional Education Board, Atlanta, Ga.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.
Bureau No.-BR-5-0455
Grant-OEG-32-20-7180-1017
Pub Date Dec 67 Note-67p.
Available from-Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30313
EDRS Price MF-$0.65 HC-$3.29

The Handicapped Children Project (HCP) was established to ascertain the southern region's needs and resources in special education teacher training programs. It was intended to encourage inservice training, to assist in planning for cooperative use of training and research resources, to provide information to states, and to assist in planning student recruitment. Professionals in the field donated time to attend conferences, to plan, and to do research and writing on activities they had agreed to handle. Consultations were held with schools or agencies with problems; communication by phone, mail, and convention attendance was used to obtain information from various groups, persons, or organizations in the South; assistance was given to colleges to help them in teacher preparation; and research proposals were submitted for funding. Regional cooperation and planning were elicited. A major accomplishment was the avoidance of duplication of efforts by cooperating institutions; other results were preparation of a monograph on special education teachers, improvement of professional standards, establishment of guidelines for state certification, and preparation of a recruiting film. Recommendations for future regional activities and questionnaires used in regional surveys are included. (RP)

ED069063 EC050138

STATE CERTIFICATION REQUIREMENTS FOR EDUCATION OF THE HANDICAPPED.

Abeson, Alan, Ed.; Fleury, J. B., Ed.

State-Federal Information Clearinghouse for Exceptional Children, Arlington, Va.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 72 Note-90p.

EDRS Price MF-$0.65 HC-$3.29

Provided is an alphabetical, state-by-state listing of state requirements for certification in the education of handicapped children which includes information on types of certificates required, general requirements, and requirements specific to various disability areas. General requirements include such matters as official transcripts, health certificate, professional references, birth certificate, and certificate from an in-state institution. Types of certification are said to be a specific special education certificate or an endorsement attached to a regular elementary or secondary certificate. Listed are course requirements, competency requirements, and extra training, experience or education necessary for specializing in specific disability areas. (GW)

EJ071538 EC050650

STATE CERTIFICATION OF TEACHERS OF THE MR

Simensen, Richard J.; Redding, Marilyn G. Mental Retardation; 10; 6; 21-23 Dec 72

EJ068303 EC050600

INTERNSHIP IN SPECIAL EDUCATION: A STUDENTS VIEWPOINT

Campbell, Jack Education and Training of the Mentally Retarded; 7; 3; 146-49 Oct 72

EJ071590 EC050787

THE CREATIVE USE OF LABORATORY SCHOOLS IN PREPARING SPECIAL EDUCATION TEACHERS

Dinger, Jack C. Education and Training of the Mentally Retarded; 7; 4; 194-6 Dec 72

EJ000853 EC500071

INTERDISCIPLINARY STUDENT TRAINING IN MENTAL RETARDATION.

Kunze, LuVern H.; and others Ment Retard; 7; 1; 15-9 69 Feb

EJ063370 EC042813

USING AN EDUCATIONAL CLINIC IN TEACHER TRAINING

Guggenheim, Fred Journal of Learning Disabilities; 5; 7; 423-6 Aug-Sep 72

The paper discusses an attempt to make a college educational clinic more effective in its use for teacher training of handicapped children, by means of an interdisciplinary approach. (Author/CB)

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 05674
Predicting and evaluating student teacher behavior.
Dobson, John
Integra Foundation, Toronto, Ontario, Canada
Exceptional Children 1972 Sep vol. 39(1) 29-35

Investigated the efficacy of a procedural research model for making and evaluating individual predictions concerning student teaching behavior in classrooms for emotionally disturbed children. 22 female student teachers completed the Taylor MA scale, the Tennessee Self Concept scale, and the Opinions, Attitudes and Interest Survey. A biographical questionnaire and an interview were used to determine past situation and data to reflect the interaction between the student teacher and his environment. Results indicate that individual predictions concerning certain psychological variables could be made with significant predictive accuracy. Implications for teacher selection and training are noted.

Graduate Studies

ED053678 40 HE002436
SUMMARY OF SIX NATIONAL SPECIAL STUDY INSTITUTES ON UPGRADING DOCTORAL LEVEL TRAINING PROGRAMS IN MENTAL RETARDATION. FINAL REPORT.
Carriker, William R.; Howard, Douglas P.
Virginia Univ., Charlottesville. School of Education.
Bureau No.-BR-5-6-1251
Grant-OEG-0-70-3170
Pub Date 70 Note-143p.
EDRS Price MF-$0.65 HC-$6.58

This report summarizes the major issues and recommendations which emerged from the 6 3-day institutes. The institutes aimed to: examine the current status of doctoral level programs in mental retardation; examine the philosophical basis, objectives and practices desirable for designing future doctoral programs; determine the personnel desired in the field; recommend what kinds of training and experience are necessary to produce such persons; and involve participants in planning strategies that would lead to changes within their own institutions' training programs. Each of the institutes focused on 1 or more aspects of doctoral level training in mental retardation, emphasizing teacher education, research, or administration. The report discusses the required competencies of students completing academic programs in the field and the substance of the programs themselves. (JS)

EJ047124 SP501168
GRADUATE PROGRAMS AT THE UNIVERSITY OF WASHINGTON IN THE SPECIAL EDUCATION OF THE MENTALLY RETARDED
Affleck, James Q.; And Others College of Education Record (University of Washington); 38; 1; 5-11 Nov 71

EJ000805 EC500022
A GRADUATE LEVEL PRACTICUM: A PRACTICAL MODEL
Mitchell, Marlys Marie Educ Training Ment Retard; 4; 1; 17-9 69 Feb

EJ054658 EC041493
DOCTORAL PREPARATION IN SPECIAL EDUCATION
Heller, Harold W.; Forgnone, Charles Exceptional Children; 38; 8; 643-5 Apr 72

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 05692

An investigation of lexicon congruence and lexicon change in a graduate training program for teachers of emotionally disturbed children.

Farrell, Robert F.
Syracuse U.
Dissertation Abstracts International 1973 Apr Vol. 33(10-A) 5582

Special Problems and Techniques

EJ053105 EC041250
TEACHER EDUCATION: A PROPOSED PRACTICUM FOR TRAINING TEACHERS OF THE MENTALLY RETARDED
Iano, Richard P. Education and Training of the Mentally Retarded; 7: 1: 51-6 Feb 72

EJ013431 EC500866
CLASSROOM TECHNIQUES: SO YOU'RE GOING TO TEACH THE EDUCABLE MENTALLY RETARDED
Southwick, Selma I. Educ Training Ment Retarded; 4; 4; 177-9 69 Dec
Some suggestions for beginning teachers concerning developing a role in the class, individualizing instruction, and writing and speaking clearly. (RJ)

EJ071589 EC050786
VOCATIONAL REHABILITATION CONCEPTS IN THE EDUCATION OF TEACHERS OF THE RETARDED.
Cohen, Julius S. Education and Training of the Mentally Retarded; 7; 4; 189-94 Dec 72
The exclusion of vocational rehabilitation concepts within special education programs for the mentally handicapped is considered from a historical perspective, and suggested is a model of teacher instruction to better meet vocational needs of the retarded student. (Author/DB)

EJ084508 EC052289
SYSTEMS ANALYSIS AND SPECIAL EDUCATION
Lerner, Janet W. Journal of Special Education; 7; 1; 15-26 Spr 73
Presented for the special educator are some concepts and procedures used in systems analysis, a relatively new study area used in many fields to structure knowledge, to analyze problems, and to suggest and test solutions. (MC)

EJ037280 EC032083
A SYSTEMS APPROACH AS A METHOD OF TRAINING TEACHERS OF MENTALLY RETARDED CHILDREN
Gay, William O.; Stephenson, Bobby L. Education and Training of the Mentally Retarded; 6; 2; 56-66 Apr 71

EJ085374 SP502128
ACADEMIC AND CLINICAL EXPOSURE TO THE FIELD OF MENTAL RETARDATION
Ford, Lana Jean American Journal of Occupational Therapy; 27; 7; 403 Oct 73

EJ048870 EC040707
TEACHER EVALUATION
Fliegler, Louis A.; Ahlersmeyer, Donald E. Education and Training of the Mentally Retarded; 6; 3; 122-6 Oct 71

Offered are suggestions concerning the preparation of secondary school teachers of the mentally retarded. (KW)

EJ071607 EC050804
APPLICATION OF MANAGEMENT PRINCIPLES TO INSTRUCTIONAL METHODS
Falck, Vilma T. Exceptional Children; 39; 5; 401-3 Feb 73

EJ013432 EC500867
TEACHER EDUCATION: PERSONNEL TRAINING NEEDS FOR COOPERATIVE SECONDARY SCHOOL PROGRAMS FOR MENTALLY RETARDED YOUTH
Younie, William J.; Clark, Gary M. Educ Training Ment Retarded; 4; 4; 186-93 69 Dec

SPECIFIC TASK AND CONTENT TRAINING

General

DOC YEAR: 1970 VOL NO: 44 ABSTRACT NO: 11243

Fifty recommendations to aid exceptional children.

Blanco, Ralph F.

Temple U.

Psychology in the Schools 1970, 7(1), 29-37.

50 specific recommendations were prepared for teachers and parents in order to enable them to cope with a variety of problems of exceptional children. The recommendations are rated as to their effectiveness and appropriateness.

EJ071620 EC050899

ON STRUCTURING A LESSON

Lettick, Amy Journal of Learning Disabilities; 6; 1; 10-15 Jan 73

On the basis of her experience with brain damaged and autistic children, a teacher suggests guidelines for structuring tasks, the learning environment, and student behavior to facilitate learning. (GW)

EJ081324 EC051950

TEACHER PREPARATION FOR MATHEMATICAL INSTRUCTION

Goodstein, Henry A. Education and Training of the Mentally Retarded; 8; 1; 44-9 Feb 73

A questionnaire to assess teacher preparation practices in the area of mathematics education was responded to by 152 out of 180 scholarship programs for the training of teachers of mentally retarded children. (DB)

EJ010534 SE500451

TEACHING THE LOW ACHIEVER IN MATHEMATICS

Beckmann, Milton W. Math Teacher; 62; 6; 443-446 69 Oct

EJ010762 EC500665

ARITHMETICAL PROBLEM SOLVING: A DEMONSTRATION WITH THE MENTALLY HANDICAPPED

Cawley, John F.; Goodman, John O. Except Children; 36; 2; 83-8 69 Oct

EJ048867 EC040704
A SUMMER INSTITUTE FOR PROSPECTIVE TEACHERS OF THE TRAINABLE MENTALLY RETARDED
Anderson, Robert M.; And Others Education and Training of the Mentally Retarded; 6; 3; 108-13 Oct 71

ED030995 EC003500
AN ORIENTATION PROGRAM FOR NEW TEACHERS: CLASSES FOR EDUCABLE MENTALLY RETARDED, SEPTEMBER 1968.
Johnston, Maebelle A.
Toledo Public Schools, Ohio.
Pub Date Sep 68 Note-49p.
EDRS Price MF-$0.65 HC-$3.29

A plan for orientation activities prior to and during the first weeks of school for new teachers of the educable mentally retarded is presented. Kinds of teachers who will be oriented, qualities of an adequate orientation program, steps taken in program planning, plan implementation, and followup orientation are discussed. Also included are materials given to teachers, program agendas, a graph showing the training and experience of the new teachers, a questionnaire survey of teacher opinion concerning orientation activities, a report on administration of the special curriculum in the regular school, and letters to teachers scheduling the orientation. (LE)

EJ086034 EC052517
CONTINUING EDUCATION IN RETARDATION NURSING
Hegedus, Kathryn S.; And Others Mental Retardation; 11; 4; 28-30 Aug 73

A 2-week workshop has been developed and implemented for community health nurses to increase their knowledge and understanding of retardation nursing. (Author/DB)

EJ021474 EC501226
DEVELOPING A TRAINING PROGRAM FOR FAMILY CARETAKERS
Mamula, Richard A. Ment Retardation; 8; 2; 30-5 Apr '70

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 09839
Teacher education at a residential facility for the retarded.
Batarseh, Gabriel; Cicenia, Erbert
South Carolina Dept. of Mental Retardation, Developmental Service, Ladson
Education & Training of the Mentally Retarded 1972 Apr Vol. 7(2) 104-106

Describes a program designed to prepare teachers to work with both the educable and trainable retarded, attempting to decrease pressure for residential placement and increase opportunity for education in public school classes. 17 teachers and aides participated in a 6-wk institute which included a seminar type theory-oriented program and a practicum involving both observation and actual involvement in classroom teaching.

ED024177 40 EC002669

LAW AND AUTHORITY, AN ESSENTIAL PART OF THE SOCIAL STUDIES PROGRAM FOR THE EDUCABLE MENTALLY RETARDED (AWARENESS, KNOWLEDGE, RESPECT, OBSERVANCE, ENFORCEMENT).

Meyen, Edward L.; Carr, Donald L.

Iowa Univ., Iowa City. Special Education Curriculum Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.-BR-6-2883-3

Grant-OEG-3-7-002883-0499

Pub Date Feb 68 Note—123p.

EDRS Price MF-$0.65 HC-$6.58

Designed for inservice training, the guide provides basic information from which teachers of the educable mentally retarded can develop their own instructional program in social studies. The focus is on developing respect for law and authority. Suggestions are made for both incidental and systematic teaching. Three starter units for teaching law and order to the educable mentally retarded treat safety for the primary age level, bike riding for the intermediate age level, and understanding the law for the advanced level. Each unit includes the following: selection of unit; sub-units; general objectives; core area activities; resource materials; vocabulary; and lesson plans consisting of objectives, activities, resource materials, and an experience chart. The appendix provides 31 pages of sketches for use on bulletin boards or for making overhead projector transparencies. Forms for teacher evaluation of the guide are included. (LE)

DOC YEAR: 1967 VOL NO: 41 ABSTRACT NO: 09409

TRAINING SPECIAL EDUCATION TEACHERS IN PHYSICAL THERAPY TECHNIQUES BY MEANS OF PROGRAMED DEMONSTRATIONS.

SWACK, MYRON J.

EASTERN MICHIGAN U.

EXCEPTIONAL CHILDREN 1967 , 33(8), 529-535.

A METHOD WAS EVALUATED FOR COORDINATING THE EFFORTS OF THE CLASSROOM TEACHER AND THE PHYSICAL THERAPIST IN 2 PHASES OF PHYSICAL THERAPY: (1) INSPECTION OF THERAPEUTIC EQUIPMENT, AND (2) METHODS OF FACILITATING LOCOMOTION. PROGRAMED DEMONSTRATIONS WERE PROVIDED FOR 20 STUDENT TEACHERS IN 2 GROUPS: 1 RECEIVED PROGRAMED INSTRUCTION IN METHODS OF LOCOMOTION USED BY PHYSICALLY HANDICAPPED CHILDREN, THE OTHER, PROGRAMED INSTRUCTION IN THE INSPECTION AND ADJUSTMENT OF THERAPEUTIC EQUIPMENT. JUDGES OBSERVED AND RECORDED LOCOMOTION BEHAVIOR OF THE CHILDREN AND INSPECTING BEHAVIOR OF THE STUDENT TEACHERS TO DETERMINE WHETHER TRAINING HAD TRANSFERRED TO THE ORTHOPEDIC CLASSROOM. PREDICTIONS ABOUT THE EFFECT OF THE PROGRAM ON INSPECTION AND ADJUSTMENT OF THERAPEUTIC EQUIPMENT WERE SUSTAINED. THE METHODS OF LOCOMOTION PROGRAM DID NOT PRODUCE THE PREDICTED CLASSROOM BEHAVIOR DIFFERENCES.

EJ012181 EC500803

PROFESSIONAL PREPARATION IN PHYSICAL EDUCATION AND RECREATION FOR THE MENTALLY RETARDED

Stein, Julian U. Educ Training Ment Retarded; 4; 3; 101-8 69 Oct

ED049387 08 VT012964

DEVELOPMENT OF EDUCATIONAL PROGRAMS FOR NEW CAREERS IN RECREATION SERVICES FOR THE DISABLED. FINAL REPORT.

Berryman, Doris L.

New York Univ., N.Y. School of Education.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.-BR-7-0654

Grant-OEG-0-8-070654-3689(085)

Pub Date Mar 71 Note-140p.

EDRS Price MF-$0.65 HC-$6.58

Paraprofessional recreation personnel in hospitals, extended care centers, homes for the aged, and recreation departments were surveyed to define their roles and functions. Visits to 28 job analysis sites helped to identify a total of 79 job tasks and functions. A working model for a career lattice in recreation, and suggested content for a training program were some of the results of a 2-day conference of recreation educators, consultants, experienced practitioners, and recreation assistants. In the resulting training program, two groups of trainees were used to test a field teaching approach which was evaluated by pre- and posttesting. The results indicated that the training program was effective, and that many participants were stimulated to consider careers in recreation. One recommendation was that the training program should be revised and refined. (GEB)

EJ081355 EC051984

TEAM INTERPRETATION OF MR TO PARENTS

Morgan, Sam B. Mental Retardation; 11; 3; 10-3 Jun 73

Offered are suggestions for more effective interpretation of mental retardation to parents for trainees and professionals doing team evaluations in interdisciplinary settings. (Author/DB)

ED055385 EC040149

AN APPROACH FOR COUNSELING MEXICAN-AMERICAN PARENTS OF MENTALLY RETARDED CHILDREN. VOL. 1, NO. 4.

Acevedo, Homero

Texas Univ., Austin. Dept. of Special Education.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Grant-OEG-0-9-531306-(031)

Pub Date 71 Note-25p.

EDRS Price MF-$0.65 HC-$3.29

The monograph on the counseling of Mexican-American parents of mentally retarded children begins with a discussion of Mexican-American culture, on the premise that a good knowledge of background, culture, customs, and mores is necessary to understand and counsel such parents. Treated are stereotyped images of each other held by Anglos and Mexican-Americans, economic and social interrelationships and fears, values and structure of the family, and concept of health and sickness. The counseling session with the parents is discussed in terms of creating an atmosphere conducive to open communication, explaining the concept and causes of mental retardation in simple terms, and exploring with parents the roles which they and the school will play in relation to their retarded child. (KW)

ED031823 40 EC003028

ARITHMETICAL PROBLEM SOLVING: A PROGRAM DEMONSTRATION BY TEACHERS OF THE MENTALLY HANDICAPPED.

Cawley, John F.; Goodman, John O.
Connecticut Univ., Storrs. School of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Bureau No.-BR-5-0390
Grant-OEG-32-16-0270-5009
Pub Date 67 Note-78p.
EDRS Price MF-$0.65 HC-$3.29

The purposes of the study were to investigate the effects of the combination of a trained teacher and a planned program on the problem solving abilities of mentally handicapped children, to develop measures of verbal problem solving (IDES) and arithmetic understanding (PUT), and to analyze the interrelationships among primary mental abilities and various combinations of achievement tests. A teacher training workshop presented for 10 evenings focused on the organization and use of 86 lessons in nine units for 18 weeks. Teaching methods concentrated on developing understanding through the solution of problems which originated in the classroom. Trained teachers used the prepared program with 161 retarded children; untrained teachers used the program with 58 retarded children; and there were 132 retarded and 89 average-ability controls. The results showed that the IDES and the PUT appear to be stable and consistent measures of the arithmetic performance of mentally handicapped children, and that the teacher training program and the prepared program of arithmetic curriculum were effective. Measures of primary mental abilities and academic achievement were highly interrelated. The study supports the contention that problem solving and concept development among the mentally handicapped can be influenced by education. (LE)

DOC YEAR: 1972 VOL NO: 47 ABSTRACT NO: 03647

THE BLIND CHILD WHO FUNCTIONS ON A RETARDED LEVEL: THE CHALLENGE FOR TEACHER PREPARATION.

HART, VERNA
GEORGE PEABODY COLL. FOR TEACHERS
NEW OUTLOOK FOR THE BLIND 1969, DEC, VOL. 63(10), 318-321

INCORPORATED THEORETICAL CONCEPTS FOR PREPARATION OF TEACHERS OF MULTIHANDICAPPED CHILDREN INTO A 5-WK PILOT TRAINING PROGRAM INVOLVING 11 3-9 YR. OLD CHILDREN CONSIDERED UNEDUCABLE, AND 3 TEACHERS, EACH HANDLING A DIFFERENT AREA OF FUNCTIONING. SPECIALIZATION; PROGRAM STRUCTURING; PROGRAMING THE LEARNING SITUATION; COOPERATION BETWEEN ALL AVAILABLE PERSONNEL AND PARENTS; KNOWLEDGE OF MATERIALS, METHODS, AND TECHNIQUES; AND STUDENT EVALUATION ARE DISCUSSED. RESULTS WERE FAVORABLE AND INDICATED THAT TEACHERS NEEDED TO BE ABLE TO RECOGNIZE ''THE POTENTIALITIES OF THE CHILDREN THEY TEACH.''

EJ017069 EC501091

A MUSIC WORKSHOP FOR SPECIAL CLASS TEACHERS

Thresher, Janice M. Except Children; 36; 9: 683-4 70 May

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 19354

TEACHER TRAINING IN A MULTISENSORY TECHNIQUE FOR USE WITH DYSLEXIC CHILDREN.

HERMAN, BARBARA

RENTON SCHOOL DISTRICT, WASH.

ACADEMIC THERAPY QUARTERLY 1968 , 3(4), 275-277.

DESCRIBES A PROGRAM OF TEACHER TRAINING FOR USE WITH DYSLEXIC CHILDREN WITH A SPECIFIC LANGUAGE DISABILITY.

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 07974

Task analysis and effective teaching.

Siegel, Ernest

Board of Education, Bureau for Education of the Physically Handicapped, New York, N.Y.

Journal of Learning Disabilities 1972 Nov Vol. 5(9) 519-532

Considers that the teacher's ability to select relevant, well-defined, discrete aims and to translate each aim into its sequential components is the keystone to effective teaching. 5 sample sequences are detailed as examples of task analysis: lessons for auditory recognition of vowel sounds, cashiering skills, using and understanding the ''more than'' and ''less than'' signs, understanding place values, and developing tolerance for body contact. Criteria for designing other sequences are outlined in conclusion.

Behavior Modification

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 03763
Modifying the behavior of leaders: A state-wide attempt.
Gallo, Nicholas P.
Ohio Dept. of Education, Div. of Special Education, Columbus
Journal of School Psychology 1972 Dec Vol. 10(4) 349-353

Describes Project Breakthrough, a 2-year, 2-phase cooperative effort to retrain leadership personnel in special education and pupil personnel services by utilizing the resources of universities, as well as local and state education agencies. 200 selected teacher consultants, school psychologists, and supervisors and directors of special education and pupil personnel were trained in the effective utilization and application of reinforcement theory and directive and/or diagnostic teaching techniques with handicapped children. A state plan for utilizing limited sources to effect state-wide behavioral changes is outlined, along with management and implementation strategies.

EJ086033 EC052516
EFFECTS OF FEEDBACK ON DAILY COMPLETION OF BEHAVIOR MODIFICATION PROJECTS
Welsch, William V.; And Others Mental Retardation; 11; 4; 24-6 Aug 73

Feedback procedures were used on two different wards at a state hospital for the retarded to increase the number of behavior modification projects completed each day by 22 staff members. (Author)

EJ042496 EC032964
PROGRAM PROFILES: SHAPING AND MAINTAINING BEHAVIOR MODIFICATION SKILLS IN STAFF MEMBERS IN AN MR INSTITUTION: COLUMBUS STATE INSTITUTE BEHAVIOR MODIFICATION PROGRAM
Watson, Luke S., Jr. Mental Retardation; 9; 3; 39-43 Jun 71

EJ087013 SP502154
A PERFORMANCE BASED COURSE IN BEHAVIOR MODIFICATION FOR TEACHERS OF THE DEVELOPMENTALLY YOUNG
Anderson, Daniel R.; And Others Colorado Journal of Educational Research; 12; 4; 20-3 Sum 73

This course comes from the Rocky Mountain Special Education Instructional Materials Center. (CL)

EJ068241 EC050486

DEVELOPMENT AND MAINTENANCE OF A BEHAVIOR MODIFICATION REPERTOIRE OF COTTAGE ATTENDANTS THROUGH T. V. FEEDBACK

Bricker, William A.; And Others American Journal of Mental Deficiency; 77; 2; 128-36 Sep 72

The study investigated the effect of a videotape instructional routine in combination with contingent application of token reinforcements on attendant child interaction (nine female attendants and five children) in a residential facility for developmentally retarded children. (Author/GW)

Non-Professionals

EJ009293 EC500553

INSERVICE TRAINING FOR NON-PROFESSIONAL PERSONNEL IN A MENTAL RETARDATION CENTER

Johnson, Doleen; Perryman, Zilpha C. Ment Retardation; 7; 5; 10-13 69 Oct

EDO15304 VT004080

THE FEASIBILITY OF TRAINING NON-SKILLED PERSONNEL TO ASSIST PROFESSIONAL STAFF IN THE CARE AND TREATMENT OF MENTALLY RETARDED CHILDREN, A CHILD WELFARE DEMONSTRATION PROJECT. FINAL REPORT.

Retarded Infants Services, Inc., New York, N.Y.
Pub Date JUN67 Note-64P.
EDRS PRICE MF-$0.65 HC-$3.29

A 12-WEEK TRAINING PROGRAM WAS DEVELOPED TO PREPARE NONPROFESSIONAL PERSONNEL TO SERVE MENTAL RETARDATES IN THE AREAS OF HOMEMAKING AND CHILD CARE, PHYSICAL MEDICINE AND NURSING CARE, SPEECH THERAPY, PLAY ACTIVITY, AND AUXILIARY MATERNAL CARE. RECRUITMENT WAS THROUGH NEWSPAPER ANNOUNCEMENT, THE RETARDED INFANTS SERVICE REFERRAL AGENCIES, POVERTY AND YOUTH EMPLOYMENT PROGRAMS, VOCATIONAL GUIDANCE COUNSELORS IN HIGH SCHOOLS, AND SPECIAL GUIDANCE COUNSELORS FOR HIGH SCHOOL DROPOUTS. FIFTY OF THE 52 APPLICANTS ACCEPTED WERE WOMEN, THE MAJORITY MEMBERS OF MINORITY GROUPS. EIGHTY-SEVEN PERCENT COMPLETED THE PROGRAM, AND 73 PERCENT WERE EMPLOYED, 69 PERCENT IN MENTAL RETARDATION OR RELATED AREAS. THEIR MEAN INCOME WAS $66 PER WEEK. PRACTICALLY ALL OF THE TRAINEES WERE GIVEN POSITIVE OVERALL EVALUATIONS BY THEIR EMPLOYING AGENCIES. IN GENERAL, THEY SCORED HIGHEST IN MOTIVATION AND COMMITMENT, SOCIAL BEHAVIOR, AND INTERPERSONAL SKILLS, AND SOMEWHAT LOWER IN LEVEL OF KNOWLEDGE, INITIATIVE, RESOURCEFULNESS, AND PUNCTUALITY. IT WAS RECOMMENDED THAT (1) APPLICANTS BE CHOSEN WHO HAVE BOTH MAXIMAL PERSONAL ASSETS AND LIMITED ACCESS TO BETTER-PAYING, HIGHER-STATUS POSITIONS, (2) TEACHING BE SPECIFIC, CONCRETE, DRAMATIC, AND RELIANT UPON THE SENSORY RATHER THAN THE INTELLECTUAL, AND (3) TRAINING CONTAIN ELEMENTS OF A THERAPEUTIC MILIEU. A DESCRIPTION OF THE TRAINING, PLACEMENT AND EVALUATION INSTRUMENTS, BIBLIOGRAPHY OF AUDIOVISUAL AIDS, A LIST OF COOPERATING AGENCIES, SELECTED JOB DESCRIPTIONS, AND A GRADUATION CERTIFICATE ARE INCLUDED. (JK)

EJ051945 EC041097

PROJECT SUPPORT: TEENS TURN PARAPROFESSIONAL

Pisarchick, Sally Teaching Exceptional Children; 4; 2; 66-70 W 72

The training of adolescents to work as teacher aides in special classes for mentally retarded youth is described. (CB)

DOC YEAR: 1967 VOL NO: 41 ABSTRACT NO: 15973

PROGRAMMED TRAINING OF SUB-PROFESSIONALS TO SUPPLEMENT INSTRUCTION IN PRE-SCHOOL PROGRAMS FOR CHILDREN WITH CEREBRAL PALSY.

AFFLECK, JAMES G.; LOWENBRAUN, SHEILA; SHIRREFFS, JEAN H.
UNITED CEREBRAL PALSY OF UNION COUNTY, N.J.
CEREBRAL PALSY JOURNAL 1967 , 28(4), 3-5.

10 SETS OF PROGRAMED MATERIALS, BASED ON LANGE'S MODEL, WERE DESIGNED AND TESTED DURING A 6-MO PERIOD. 10 CAREER VOLUNTEERS PARTICIPATED IN THE INITIAL FIELD TESTING AND A 2ND SAMPLE OF 10 TEEN-AGERS UNDERWENT THE PROGRAMED TRAINING IN AN EVALUATION STUDY. THE CRITERION OF PERFORMANCE WAS AT THE 90% LEVEL, I.E., 90% OF THE VOLUNTEERS MASTERED THE CONTENT OF THE PROGRAMED SET AND DEMONSTRATED THEIR LEARNING BY 100% ACCURACY WITHIN A LEARNING PERIOD OF 30 MIN. THE 10 ACTIVITIES OF THE PROGRAM WERE DERIVED AND ADAPTED FROM THE WORK OF BARSCH AND KEPHART FOR EVALUATION OF CHILDREN WITH CEREBRAL PALSY. ''THIS PROJECT HAS ATTEMPTED THROUGH THE CREATION AND FIELD TESTING OF PROGRAMMED TRAINING MATERIALS TO INVESTIGATE THE FEASIBILITY OF 1 AVENUE TOWARD POSSIBLE SOLUTION OF THE PROBLEMS OF SHORTAGE OF TRAINED PROFESSIONALS IN SPECIAL EDUCATION, I.E., AUTOTUTORIAL TRAINING OF SUB-PROFESSIONAL VOLUNTEERS.''

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 09077

Changes in personality traits following an intensive in-service para-professional counseling-aide program.

Pullen, Patrick W.
North Texas State U.
Dissertation Abstracts International 1973 Jun Vol. 33(12-B) 6090-6091

PERSONNEL TRAINING

Related Professions 183

Related Professions

ED020600# EC001682
MILD MENTAL RETARDATION--A GROWING CHALLENGE TO THE PHYSICIAN.
Group for the Advancement of Psychiatry, Inc., New York, N.Y.
Report No.-GAP-REP-NO-66
Pub Date SEP67
DOCUMENT NOT AVAILABLE FROM EDRS.

INTENDED FOR PHYSICIANS, THIS DOCUMENT DESCRIBES THE NATURE AND SCOPE OF THE PROBLEM OF MILD MENTAL RETARDATION, AND PRESENTS GUIDELINES FOR MEDICAL CARE AND COUNSELING OF MILDLY RETARDED CHILDREN AND THEIR FAMILIES. TWO GROUPS OF SUCH CHILDREN (BASED ON HIGH OR LOW SOCIOCULTURAL LEVEL) ARE EXAMINED AND CHARACTERIZED. THE TWO GROUPS ARE DISCUSSED IN TERMS OF THE DIAGNOSTIC PROCESS, INFANCY AND PRESCHOOL YEARS, ELEMENTARY SCHOOL YEARS, ADOLESCENCE AND ADULTHOOD, AND PSYCHOPATHOLOGY. ETIOLOGY AND PREVENTION ARE CONSIDERED FROM THE VIEWPOINT OF ORGANIC, SOCIOCULTURAL, AND PSYCHOLOGICAL FACTORS, AND OF PREVENTION. THE PHYSICIAN'S ROLE IN TREATMENT AND THE LAW REGARDING THE RIGHTS OF THE MENTALLY RETARDED ARE ALSO DESCRIBED. A LIST OF 13 SUGGESTED READINGS IS PROVIDED. THIS DOCUMENT IS AVAILABLE FROM THE PUBLICATIONS OFFICE, GROUP FOR THE ADVANCEMENT OF PSYCHIATRY, 104 EAST 25TH STREET, NEW YORK, NEW YORK 10010, FOR $1.00. (SB)

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 03125
TRAINING THE FUTURE PSYCHIATRIST IN MENTAL RETARDATION.
MENOLASCINO, FRANK J.; DUTCH, STEPHAN J.
U. NEBRASKA COLL. OF MEDICINE, OMAHA
PSYCHIATRIC QUARTERLY 1967 , 41(1), 1-11.

THE PSYCHIATRIC TRAINEE CAN PROFIT FROM GUIDED EXPERIENCES IN MENTAL RETARDATION AS PART OF BASIC CURRICULUM. MENTALLY RETARDED PATIENTS ARE USUALLY EMOTIONALLY AND MULTIPLY HANDICAPPED. BY EMBRACING THE CURRENT DYNAMIC ASPECTS OF MENTAL RETARDATION, THE COMPREHENSIVE TRAINING EXPERIENCES OF RESIDENTS CAN BE ENHANCED.

EJ069841 EC050617
THE ORTHOPEDIC SURGEON: HOME CARE
Pappas, Arthur M. Exceptional Parent; 2; 3; 14-18 Oct/Nov/Dec 72

EJ021466 CG501494
BRAIN-INJURED CHILDREN AND THE SCHOOL NURSE
Haverkamp, Leona J. J Sch Health; 40; 5; 228-235 May '70

Describes recognizable characteristics of impairment, and suggests ways in which nurse can be effective member of an interdisciplinary team as an observer, drug manager, resource person, and home visitor. (CJ)

DOC YEAR: 1970 VOL NO: 44 ABSTRACT NO: 17441
The role of the speech clinician in the public school.
Turner, Jo E.
State University Coll. New York, Buffalo
Child Study Center Bulletin, State University Coll. New York, Buffalo 1969, 5(3), 67-69.

Compares the roles and responsibilities of the speech clinician in the school setting to those in other settings (i.e., hospital, community clinic, rehabilitation unit). Since a single speech clinician may be assigned to 4 or more schools, it is unrealistic to expect him to give remedial assistance on a daily or individual basis. As a result his role in the school setting is more uniquely directed toward selection and narrowing of case load. Hence, screening of new cases, developing diagnostic formulations, and defining priorities within resources available become especially important. Once decisions are made as to children requiring attention, schedules must be developed and appropriate training administered.

EJ059009 EC041820
YOUR DENTIST: EXAMINATION AND TREATMENT
Turner, Harold Exceptional Parent; 1; 6; 18-21 Apr/May 72

Reviewed briefly are dental examinations and treatments, especially as they pertain to the dental health of exceptional children. (CB)

EJ038016 EC032259
THE ROLE OF THE PHYSICAL THERAPIST IN SPECIAL EDUCATION
Scarnati, Richard A. Rehabilitation Literature; 32; 5; 130-7 May 71

EJ074716 CG505646
COMMUNITY MENTAL HEALTH NURSES WORK WITH PROBLEMS RELATED TO TEACHING OF PHYSICALLY HANDICAPPED CHILDREN IN A PUBLIC SCHOOL
Deloughery, Grace L. Journal of School Health; 43; 3; 181-184 Mar 73

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ED083198 SP006991
A PROGRAM TO ASSIST EDUCATIONAL PERSONNEL TO TEACH STUDENTS OF WIDE VARIABILITY IN REGULAR CLASSROOMS. DIRECTOR'S FINAL REPORT. (JULY 1, 1970 TO JULY 30, 1973).
Arneklev, Bruce L.; Pugmire, Dorothy Jean
Utah State Univ., Logan. Coll. of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Grant-OEG-0-70-1896(725)
Pub Date 73 Note-57p.
EDRS Price MF-$0.65 HC-$3.29

The five goals of the 3-year Education Profession Development Act (EPDA) Project covered in this report are: a) to retrain experienced teachers and train auxiliary educational aides to assist handicapped children and educationally impoverished children to reach a higher level of learning potential in the regular classroom; b) to use the team approach as a positive force for the development of skills and understanding of human relationships requisite to effective participation in a team enterprise, with division of labor and limits of autonomy identified for each participating member; c) to effect change in the teacher education program by providing multiple opportunities for early entry, as well as conventional entry, into programs for growth in knowledge, awareness, and sensitivity to the handicapping conditions to learning; d) to involve agencies from the community in the educative process for the enhancement of learning for all children and for facilitation of constructive interaction between schools and communities; and e) to develop and test for dissemination techniques and materials that have been found useful in dealing with children with wide ranges of ability in the regular classroom. The document describes the operation of the program and includes two extensive appendixes ("Self-Concept Assessment Among Children" and "Performance Objectives and Related Data." (JA)

EJ000786 EC500002
A STATEWIDE APPROACH TO INSERVICE TRAINING FOR TEACHERS OF THE MENTALLY RETARDED
Meyen, Edward L. Except Children; 35; 5; 353-7 69 Jan

EJ051946 EC041098
WORKSHOPS THAT WORK: SEIMC/RMC INSERVICE TRAINING
Dailey, Rebecca F. Teaching Exceptional Children; 4; 2; 71-3 W 72

Presented is an overview of three teacher training programs developed by the Special Education Instructional Materials Center/Regional Media Center Network. (CB)

ED046165 40 EC031249

DEMONSTRATION OF DISSEMINATION PRACTICES ON SPECIAL CLASS INSTRUCTION FOR THE MENTALLY RETARDED: UTILIZING MASTER TEACHERS AS IN-SERVICE EDUCATORS, VOLUME I. FINAL REPORT.

Meyen, Edward L.

Iowa Univ., Iowa City. Special Education Curriculum Development Center.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No.-BR-6-2883

Grant-OEG-3-7-02883-0499

Pub Date Nov 69 Note-145p.

EDRS Price MF-$0.65 HC-$6.58

The document is the first of three volumes (Volume 3 is a film) dealing with the demonstration of dissemination practices on special class instruction for the mentally handicapped utilizing master teachers as inservice educators. Volume I is a report on functions and guidelines for replication. Inherent in the volume is a detailed discussion on the design of the model. Every aspect of the project is reviewed. An overview of the model, consulting teacher concept, development of curriculum materials, training sessions, special activities, and an organizational model for operations and continuation are given. (CD)

ED079891 EC052245

EXEMPLARY PROGRAMS FOR THE HANDICAPPED. VOLUME IV. MANPOWER DEVELOPMENT, CASE STUDIES.

Stuart, Lorrie; And Others

Abt Associates, Inc. Cambridge, Mass.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C. Task Force on Dissemination.

Report No.-AAI-73-85

Contract-OEC-0-72-5182

Pub Date Jun 73 Note-69p.

EDRS Price MF-$0.65 HC-$3.29

Described are three manpower development programs for handicapped children selected as examplary because of program elements worthy of further study or replication. Presented in the form of case studies, each program is examined in terms of an introduction, program operations, notable features, people in the program, program evaluation, recommendations, and informational sources. Described are the following programs: Clinical Teacher Model Project (Tallahassee, Florida) preparing teachers to diagnose and remediate mildly handicapped children through performance based, individualized training; Diversified Occupations Professionals Development Program (Burlington, Vermont) offering training in career education for teachers of the handicapped throughout the state; Mark Twain Teacher Internship Program (Rockville, Maryland) using seminars and practica in another performance based program helping experienced teachers deal with children with special needs. (See EC 052 242, EC 052 243, and EC 052 244 for further information). (DB)

ED046166 40 EC031250

DEMONSTRATION OF DISSEMINATION PRACTICES ON SPECIAL CLASS INSTRUCTION FOR THE MENTALLY RETARDED: UTILIZING MASTER TEACHERS AS IN-SERVICE EDUCATORS, VOLUME II. FINAL REPORT.

Meyen, Edward L.

Iowa Univ., Iowa City. Special Education Curriculum Development Center.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No.-BR-6-2883

Grant-OEG-3-7-02883-0499

Pub Date Nov 69 Note-163p.

EDRS Price MF-$0.65 HC-$6.58

Volume 2 of three volumes dealing with demonstration of dissemination practices on special class instruction for the mentally handicapped (utilizing master teachers as in-service educators) reports on the evaluation of project activities. A frame of reference on the overall project is provided, and data regarding the effectiveness of the model emphasized. The evaluation process is structured to provide an ongoing source of feedback on the model. Demographic features, evaluation procedures, results, and conclusions and recommendations are cited. Volume 3 is a filmed report. The film begins with a recognition of the problems faced by the classroom teachers, works towards an understanding of the responsibilities of the consulting teacher, and concludes with an inside view of the system at work. (CD)

ED025865 40 EC002610

SPECIAL EDUCATION CURRICULUM DEVELOPMENT CENTER: AN IN-SERVICE TRAINING APPROACH.

Iowa Univ., Iowa City. Special Education Curriculum Development Center.

Spons Agency-Childrens Bureau (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Bureau No.-BR-6-2883-1

Grant-MR13; OEG-3-7-002883-0499

Pub Date Mar 68 Note-135p.

EDRS Price MF-$0.65 HC-$6.58

The principles of speech development in the mentally retarded are discussed, and practical suggestions are made for aiding development. Speech improvement is explained, with programs and activities outlined for the educable and teaching suggestions given for the trainable. Sample lesson plans are provided for the trainable level and for the educable on the primary, intermediate, and advanced levels. The bibliography lists 13 professional resources and 44 children's books. An appendix annotates a variety of commercially available instructional materials and lists suggestions for teacher-made materials or activities. A form is provided for teacher evaluation of the lessons. (JD)

ED046206 EC031471

A PILOT PROJECT FOR PREPARING SPECIAL EDUCATION TEACHERS REGARDING NEW TEACHING METHODS. FINAL REPORT.

Blumberg, Allen

West Virginia Univ., Morgantown.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Bureau No.-BR-70-018-001

Pub Date Sep 70 Note-45p.

EDRS Price MF-$0.65 HC-$3.29

The study relates an attempt to prepare teachers of the mentally retarded regarding new teaching methods. Emphasis is placed on methods of learning rather than the careful diagnosis of the child's disability. Through the study, selective groups of special education master teachers (supervisory personnel with classroom experience) were trained in three methods: operant conditioning, psycholinguistics, and programed learning. The teachers learned the theoretical model and functional application of each method in order to serve as leaders and consultants in inservice training. The results of using the three methodologies with retarded children are presented by the use of illustrative case studies. Based on the positive results of the study, recommendations are presented for the implementation of the training of special education teachers. (CD)

EJ064865 EC050008

PREPARING ELEMENTARY TEACHERS TO INSTRUCT MILDLY HANDICAPPED CHILDREN IN REGULAR CLASSROOMS: A SUMMER WORKSHOP

Glass, Raymond M.; Meckler, Roy S. Exceptional Children; 39; 2; 152-6 Oct 72

DOC YEAR: 1972 VOL NO: 47 ABSTRACT NO: 03739

TEACHER-PERCEIVED INSTRUCTIONAL PROBLEMS: INDICATORS OF TRAINING NEEDS OF TEACHERS OF THE EDUCABLE MENTALLY RETARDED.

MEYEN, EDWARD L.; CARR, DONALD L.

U. IOWA

JOURNAL OF SPECIAL EDUCATION 1970, WIN, VOL. 4(1), 105-114

ATTEMPTED TO ESTABLISH PRIORITIES FOR IN-SERVICE TRAINING EXPERIENCES FOR TEACHERS OF THE EDUCABLE MENTALLY RETARDED (EMR). A COMPREHENSIVE SURVEY INSTRUMENT WAS DESIGNED TO ASCERTAIN A RANKING OF INSTRUCTIONAL PROBLEMS PERCEIVED BY 481 TEACHERS OF THE EMR. THE INSTRUMENT CONTAINED 315 ITEMS ORGANIZED ACCORDING TO 16 TOPICAL SECTIONS AND DESIGNED TO GATHER DATA RELEVANT TO (A) DESCRIPTIVE INFORMATION CONCERNING THE TEACHERS AND THEIR CLASSES, (B) PERCEIVED DIFFICULTIES IN ADJUNCTIVE AREAS, AND (C) PERCEIVED DIFFICULTIES IN SUBJECT MATTER. DATA ARE ANALYZED FROM 2 PERSPECTIVES: RANKINGS BY SECTION MEANS TO DETERMINE MAJOR AREAS OF CONCENTRATION, AND COMPARISONS WITHIN SECTIONS TO DELINEATE SPECIFIC TOPICS AND THE SEQUENCING OF EXPERIENCES TO BE PROVIDED THROUGH IN-SERVICE TRAINING.

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ED072600 EC051119

SEIMC SERVICES TO PARENTS OF HANDICAPPED CHILDREN.

Cohen, Shirley, Ed.; Cohen, Michael, Ed.

New York State Education Dept., Albany. Special Education Instructional Materials Center.

Spons Agency—New York State Education Dept., Albany. Div. for Handicapped Children.

Pub Date Mar 72 Note—136p.: Proceedings of the Special Study Institute, March 14 and 15, 1972, New York, New York

EDRS Price MF-$0.65 HC-$6.58

Presented are proceedings from a 2-day special study institute intended to define the roles which Regional and Associate Special Education Instructional Materials Centers (SEIMC), particularly those in the downstate New York region, can play in relating to parents of handicapped children. Four mothers describe their problems in obtaining adequate diagnostic and treatment services for their handicapped children. Parents and educators discuss the success of the Parent Advisory Committee in obtaining assistance from the county school district for handicapped pupils. Other presentations concern area working committee reports about plans for working with parents of handicapped children, parent involvement in a program for preschool multiply handicapped children, parents as program participants and co-educators, and a training program for volunteer reading tutors. Also considered are behavior management techniques for parents, language as the tool for learning, and educational materials available to parents from the SEIMC network. (GW)

ED077868 SP006545

FOLLOW-UP EVALUATION OF A COMPUTER ASSISTED INSTRUCTION COURSE ON THE EARLY IDENTIFICATION OF HANDICAPPED CHILDREN.

Vitello, Stanley J.; And Others

Spons Agency-Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.; Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date .72. Note—8p.

EDRS Price MF-$0.65 HC—$3.29

Thirty-eight regular classroom teachers took a college-level course in the identification of handicapped children via computer-assisted instruction at the beginning of the 1971 school year. During the following summer they received a 16-item questionnaire to determine their feelings about the course content, computer-assisted instruction, and the effect of the course on their teaching behavior. Thirty-one teachers responded to the questionnaire. Results indicated positive reaction to the course, the means of delivery, and the effect it had on the teachers' ability to identify handicapped children in their classrooms. (A copy of the questionnaire and results are included in the text.) (Author)

ED072587 EC051098

IMC/RMC NETWORK PROFESSIONAL FILM COLLECTION. SECOND EDITION.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Jan 73 Note—48p.

Available from—Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900 Arlington, Virginia 22202 (No price quoted)

Identifiers—Regional Media Centers Network

The catalog lists and describes approximately 293 films concerning handicapped children which are available from the Instructional Materials Centers and Regional Media Centers Network. Films are organized under the following categories (number of films for each category is indicated in parentheses): art for exceptional children (five), autism (four), behavior management (18), gifted (three), disadvantaged (10), early childhood and preschool (22), emotionally disturbed (12), hearing/deaf and hard of hearing (19), learning disabilities (37), mentally handicapped (73), multiply handicapped (five), physically handicapped (12), psychology (16), reading (eight), sight/visually handicapped (21), special education (10), speech/speech impaired (16), teacher training (12), tests (10), vocational education (eight), and miscellaneous (52). An alphabetical listing of the films contains information about length, color, size (16 or 32 mm), and purchase or rental price. A synopsis of each film follows, along with a code indicating the instructional materials or media center from which the film may be secured. (GW)

ED069051 EC050086

TEST ANTHOLOGY: FUGITIVE AND STANDARDIZED TESTS.

Cook, John J.

Wisconsin State Dept. of Public Instruction, Madison.

Pub Date .71. Note-257p.

The test anthology designed for special education administrators, teachers, and program planners contains approximately 300 entries consisting of standardized and fugitive tests, behavior rating scales, and summary evaluation sheets. Entries are indexed by key words which are descriptive of the testing instrument and by author. An alphabetized contents table precedes both key word and author indexes. Entries generally indicate key word, title, purpose of the instrument, author, age range for which the test is designated, number assigned for computer alphabetizing, library call number, category or type of instrument, date the instrument was entered into the index, and all key words for the instrument. It is explained that special education personnel may request by mail from the Department of Public Instruction Library in Madison, Wisconsin, data sheets which supply ordering information and pertinent data abstracted from the instrument manual or instructions. Relevant research and evaluative studies are included. Data sheets are intended to allow the user to make a fairly detailed appraisal of the entry without examining the instrument. It is noted that copies of the testing instruments may be procured only by contacting the developers directly. (GW)

ED023246 40 EC003196
AN INVESTIGATION OF SELECTED VARIABLES IN THE TEACHING OF SPECIFIED OBJECTIVES TO MENTALLY RETARDED STUDENTS. FINAL REPORT.
Fargo, George
Hawaii Univ., Honolulu.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-6-2523
Grant—OEG-4-7-062523-0403
Pub Date Nov 67 Note—87p.
EDRS Price MF-$0.65 HC-$3.29

Videotaping was used to analyze both video and audio components of the teaching-learning process with educable mentally retarded (EMR) children. Fifteen teachers, both inexperienced and experienced, made 31 pilot tapes, teaching one retarded and one normal child each the single, new concept of a hexagon. The 31 children included 14 EMR (ages 9-2 to 11-3), 15 normals (5-9 to 6-5), one blind, and one deaf. Results indicated that a 1.52 ratio of reinforcing statements was made by the three most successful as opposed to the three least successful teachers; teachers used an average of 429 words to 56 spoken by EMR's and 404 to 51 with the normal children, although the total average number of comments by teachers was 21.9 and 20.5 by pupils. The word hexagon was mentioned with a frequency ratio of 2.7 by teachers to pupils; the number and type of materials did not make a difference in successful teaching, although the average number used, nine, was probably too many. All teachers made more gestures than pupils; and the EMR children made more gestures than normal children. The model teaching activities used to classify and rate the videotapes revealed the inexperienced teachers taught closer to the criterion test items. A 30-minute test of teacher competence was generated that involved planning, performance, and ability to learn from review of own performance. (SN)

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 11719
Building a child care staff learning game.
France, William; McClure, John
Luther Child Center, Everett, Wash.
Simulation & Games 1972 Jun Vol. 3(2) 189-202

Discusses a staff-oriented learning game developed in a residential treatment center. Aspects of the game discussed include simulation and learning goals, the processes of building content, a mini-game, and the children's learning game. This last was structured on a 14-hr work day, in which children submitted problems in the same manner the staff submitted problems to the staff game. 4 factors were found to be important: (a) the need for the involvement of the child care staff, (b) the implications of decision-making situations, (c) the emergence of a behavior-based value system, and (d) discussion of specific learning processes.

EJ061911 EC042601
ORGANIZATION OF A STAFF LIBRARY
McNamara, Blanche H. Mental Retardation; 10; 4; 8-11 Aug 72

The paper explains how a library in an institution for the mentally retarded is organized and offers suggestions derived from experience on how to provide its many services. (Author)

ED077163 EC051926

STRUCTURING THE CLASSROOM FOR SUCCESS: PRODUCTION AND EVALUATION OF A MEDIATED TEACHER TRAINING PACKAGE. FINAL REPORT.

Watts, Charles A.; And Others

University of Southern California, Los Angeles. Instructional Materials Center for Special Education.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Media Services and Captioned Films Branch.

Grant-OEG-9-71-1360(615)

Pub Date 73 Note-192p.

EDRS Price MF-$0.65 HC-$6.58

The project was concerned with development and evaluation of an auto-instructional media package (six sound strips and a guidebook) intended to enable teachers to design an effective classroom environment, to manage learner behavior, and to sequence instructional materials. Four groups of preservice and inservice teachers (88 university education students, 55 teacher volunteers from regular/special urban school classes, 48 rural special education teachers, and a contrast group of 26 education students) took pretests and engaged in variations of learning, which included viewing prototype sequences, completing guidebook exercises, or using the completed filmstrip package. Pretest and posttest data revealed that exposure to the media package resulted in similar significant learning gains for both preservice and inservice teachers (urban and rural), that media package exposure enhanced implementation of desired teaching behaviors, and that teachers who owned their packages implemented more than those only exposed to the prototype. Appendixes comprising approximately two-thirds of the document included such materials as film scripts, programed exercises, pretest and posttest scoring criteria, implementation checklists, and observer training materials. (MC)

EJ074103 PS502543

USING VIDEOTAPE FOR TEACHER TRAINING

Rafael, Berta; Marinoff, Shirley Likach Young Children; 28; 4; 217-9 Apr 73

Essentially, videotape helps the teacher learn about herself, her children, her methods and the larger dynamics of her total group or class. (Authors)

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 07006

The effect of computer assisted teacher training system feedback on increasing teacher use of pupil ideas with EMR children.

Kreider, James H.

U. Michigan

Dissertation Abstracts International 1970, Aug, Vol. 31(2-A), 655-656.

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 07002
A study of the effects of video-tape feedback upon the verbal behavior of teachers in classes for the mentally handicapped.
Hoops, H. Dean
U. Michigan
Dissertation Abstracts International 1970, Aug, Vol. 31(2-A), 663.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 05652
CAI course in the early identification of handicapped children.
Cartwright, Carol A.; Cartwright, G. Phillip; Robine, Gerald G.
Pennsylvania State U.
Exceptional Children 1972 Feb Vol. 38(6) 453-459
Randomly assigned 114 college students in an introductory course in special education to a conventional instruction (CI) or a computer assisted instruction (CAI) version of the course. The CAI group received all instruction by CAI; the CI group received instruction in the conventional lecture-discussion mode. The CAI Ss obtained significantly higher criterion test scores than the CI Ss ($p < .001$). Ss completed the 3 credit course in an average of 12 hr. less time.

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 09916
Using video tape in the education of deaf-blind children.
Guldager, Lars
New England Center for the Education of Deaf-Blind Children, Watertown, Mass.
New Outlook for the Blind 1972 Jun Vol. 66(6) 178-182
Reports 1st-yr experiences with the use of video tape at the Perkins School for the Blind. Uses include teacher self-evaluation, teacher training, evaluation of the children, illustration, and in-service training. As a teaching aid the video tape is used in language development, speed reading, finger spelling, programmed instruction, and auditory training. Various aspects of the program are discussed, including the building of a comprehensive collection of tapes illustrating the many different behaviors and syndromes found in deaf-blind children and the various techniques and approaches used in their education. It is suggested that communication between the different centers for education of deaf-blind children on uses of video tapes will result in improvement in services and greater uniformity.

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 11156
THREE CENTERS FORM A CONSORTIUM PROVIDING INFORMATION AND MATERIALS FOR EDUCATORS AND ADMINISTRATORS OF VISUALLY HANDICAPPED CHILDREN.
ALONSO, LOU; LAPPIN, CARL; CALOVINI, GLORIA
MICHIGAN STATE U., SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTER
EXCEPTIONAL CHILDREN 1968 , 34(6), 461-466.
DESCRIBES THE SERVICES AND OUTLETS WITHIN THESE CENTERS.

ED072567 EC050920

AN ADAPTATION OF THE TEACHING REFERENCE COMMUNITY DEVELOPED BY THE NATIONAL COMMUNICABLE DISEASE CENTER. DIXON. TILLER COUNTY, U. S. A.

Nocks, Barry

National Bureau of Standards (DOC), Washington, D.C.

Report No.-NBS-P-4314586; NBS-R-10539

Pub Date Jan 71 Note-95p.

EDRS Price MF-$0.65 HC-$3.29

Demographic and other descriptive data on a hypothetical metropolitan area (Dixon City, Tiller County) are presented in the report, which is intended as a health study and training model. Most of the statistical and descriptive data are drawn from a health training model developed by the Communicable Disease Center, U. S. Department of Health, Education, and Welfare, with emphasis on selection of data relevant to child health and child development. Information is given on the hypothetical community's general characteristics, education, medical personnel, major medical facilities, clinic operation, health department operation, services for the economically disadvantaged, and non-governmental agencies. The hypothetical community was developed to serve as a frame of reference for a workshop on the identification and treatment of developmental disorders among preschool children. It is intended to provide an adequate base on which to plan a model preschool screening and treatment system. (KW)

ED072581 EC051030

PILOT WORKSHOPS UTILIZING THE SIMULATOR AND TRAINING MATERIALS DEVELOPED FOR IN-SERVICE PROGRAMS FOR LEADERSHIP PERSONNEL EMPLOYED IN RESIDENTIAL INSTITUTIONS FOR THE MENTALLY RETARDED. FINAL REPORT.

Pittsburgh Univ., Pa. Dept. of Special Education and Rehabilitation.

Spons Agency-Pennsylvania State Dept. of Public Welfare, Harrisburg. Office of Mental Retardation.

Pub Date 31 Aug 71 Note-107p.

EDRS Price MF-$0.65 HC-$6.58

Described is the development and field testing of a set of simulation training materials, the Shannon Materials, to train management personnel of residential institutions for the mentally retarded. Defined and discussed is simulation as a training method. The materials are described as including slide-tape presentations of a real community and a real state school and hospital. Various institution documents such as the administrative handbook and the annual report are part of the materials. In-basket items such as letters, requisitions and live encounter items such as telephone calls and personal encounters are seen to be the means of conveying reality-based incidents to the trainee in his simulated role as superintendent of the institution. The three workshops are said to have had as their primary objective the testing of the Shannon Materials on about 50 management level participants. Activities of the second workshop are given in detail and include photographs and questionnaire responses. Feedback from the workshops is reported to have been highly positive and to have led to revisions in the materials. (See EC 032 221 for a related document.) (DB)

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 07014
Effects of a computer assisted teacher training system and teacher expectancies on teacher-pupil verbal interaction with EMR children.
Weaver, Phillip A.
U. Michigan
Dissertation Abstracts International 1970, Aug, Vol. 31(2-A), 657.

EJ013430 EC500865
EDUCATIONAL MATERIALS: TEACHING: AN ONGOING PROCESS OF ASSESSING, SELECTING, DEVELOPING, GENERALIZING, APPLYING, AND REASSESSING
Armstrong, Jenny R. Educ Training Ment Retarded; 4; 4; 168-76 69 Dec

EJ081024 SP501872
EARLY IDENTIFICATION OF HANDICAPPED CHILDREN: A CAI COURSE
Cartwright, G. Phillip; Cartwright, Carol A. Journal of Teacher Education; 24; 2; 128-34 Sum 73

Bibliographies

ED069071 EC050146
DIAGNOSTIC TEACHING: A SELECTIVE BIBLIOGRAPHY. EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES NO. 632.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Aug 72 Note-19p.
Available from-The Council for Exceptional Children, 1411 S. Jefferson Davis Highway, Arlington, Virginia 22202
EDRS Price MF-$0.65 HC-$3.29
The selected bibliography on diagnostic teaching contains approximately 48 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972.

ED036029 EC004921
PROGRAMS FOR THE MENTALLY RETARDED. EXCEPTIONAL CHILDREN BIBLIOGRAPHY SERIES.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.
Pub Date Sep 69 Note-14p.
EDRS Price MF-$0.65 HC-$3.29
Included are 40 abstracts with descriptive terms (designed primarily for the practitioner) devoted to program descriptions, guides, and curriculum information on the mentally handicapped. Also provided are an author and subject index, user information, and information on purchasing the total document or specific documents. (JM)

ED072592 EC051103
PROFESSIONAL EDUCATION: A SELECTIVE BIBLIOGRAPHY. EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES NO. 635.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Aug 72 Note-32p.
Available from-Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202
EDRS Price MF-$0.65 HC-$3.29
The selected bibliography of professional education for personnel working with handicapped children contains an explanation of indexing and approximately 100 abstracts to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972

ED013008 EC001111
CATALOG OF AUDIO-VISUAL AIDS FOR COUNSELOR TRAINING IN MENTAL RETARDATION AND EMOTIONAL DISABILITY. VOLUME 1--FILMS.
Devereux Foundation, Devon, Pa.
Pub Date 67 Note-111P.

FILMS SELECTED AS APPROPRIATE FOR USE IN UNIVERSITY COUNSELOR TRAINING PROGRAMS AND IN AGENCY IN-SERVICE TRAINING PROGRAMS PREPARING STAFF TO WORK WITH THE MENTALLY AND EMOTIONALLY HANDICAPPED ARE LISTED ALPHABETICALLY BY TITLE. THE 341 LISTINGS INCLUDE BRIEF ANNOTATIONS, FILM LENGTH, DATE OF FILMING, FILM DISTRIBUTOR, AND WHETHER THE FILM IS IN COLOR. ALSO INCLUDED ARE A SUBJECT INDEX TO THE FILMS, A LIST OF STATE MENTAL HEALTH AUTHORITIES, AND A LIST OF FILM DISTRIBUTORS' NAMES AND ADDRESSES. (RS)

ED001397
MATERIALS ON REHABILITATION.
Columbia Univ., New York, N.Y. Teachers College.
Pub Date 65 Note-90P.
EDRS PRICE MF-$0.65 HC-$3.29
A BIBLIOGRAPHY ON MENTAL RETARDATION WAS COMPILED AS AN AID FOR PERSONS CONCERNED WITH REHABILITATION. THE 248 PUBLICATIONS INCLUDED IN THE LIST RELATE REHABILITATION READINGS TO SPECIAL EDUCATION AND ARE GROUPED AMONG THE FOLLOWING GENERAL HEADINGS--COMMUNITY CONCERNS, INSTITUTIONS, PERSONALITY FACTORS, PRE-VOCATIONAL TRAINING, SCHOOL SUBJECT AREAS, SCHOOL WORK EXPERIENCE PROGRAMS, SHELTERED WORKSHOPS, VOCATIONAL ADJUSTMENT, VOCATIONAL GUIDANCE, AND VOCATIONAL EVALUATION. A LIST OF SPECIALIZED JOB VOCABULARIES, A COMPILATION OF POEMS AND RHYMES, AND A LIST OF COMMON WORDS AND EXPRESSIONS FOUND ON EVERYDAY SIGNS ARE AMONG THE SPECIAL MATERIALS WHICH ARE PRESENTED TO HELP IN DEVELOPING READING AND OTHER LANGUAGE SKILLS. RESOURCE MATERIALS FOR USE IN A PRE-VOCATIONAL PROGRAM FOR THE EDUCABLE MENTALLY RETARDED ARE LISTED WITH COMMENTS MADE BY EVALUATING TEACHERS. IN THE ABSENCE OF A PSYCHOLOGICAL DICTIONARY, A LIST OF TERMS AND THEIR DEFINITIONS IS PRESENTED FOR TEACHERS WHO MAY BE REQUIRED TO READ PSYCHOLOGICAL REPORTS BUT WHO MAY BE UNFAMILIAR WITH THE TERMINOLOGY EMPLOYED. OTHER SPECIAL REHABILITATION MATERIALS INCLUDED IN THE GUIDE ARE--A REHABILITATION PROGRAM CHECK LIST, DISCUSSION MATERIAL ON REHABILITATION TEAMS, GENERAL REHABILITATION RESOURCES AND THEIR LOCATIONS, A QUESTIONNAIRE ON THE PHILOSOPHY OF REHABILITATION, AND A SAMPLE PROGRAM FROM AN IN-SERVICE WORKSHOP.

ED069067 EC050142
ADMINISTRATION: A SELECTIVE BIBLIOGRAPHY. EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES NO. 610.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Aug 72 Note-23p.
Available from-The Council for Exceptional Children, 1411 S. Jefferson Davis Highway, Arlington, Virginia 22202
EDRS Price MF-$0.65 HC-$3.29
The selected bibliography on administration contains approximately 66 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972.

PERSONNEL TRAINING

Guidebooks and Texts 199

Guidebooks and Texts

ED048691# EC031928

THE MENTALLY RETARDED CHILD AND HIS FAMILY.

Koch, Richard, Ed.; Dobson, James C., Ed.

Pub Date 71 Note-504p.

Available from-Brunner/Mazel Publishers, 80 East 11th Street, New York, New York 10003 ($15.00)

Document Not Available from EDRS.

Described as a text for students in college courses of all disciplines relating to the mentally handicapped (education, medicine, psychology, rehabilitation and others), the collection of papers contains two introductory articles on the origins of intelligence and the meaning of mental handicaps. Eight papers devoted to the biological factors in mental retardation causation focus on genetic, prenatal, intrapartum and neonatal, postnatal, metabolic, chromosomal and neurological factors. The multidisciplinary approach is discussed in eight chapters covering areas of psychological assessment, social work services, nursing services, speech and language services, educational consultation services, nutritional services, and counseling services. A section containing five papers on education and training of the mentally handicapped examines the contribution of education, nursery schools, utilization of learning principles, diagnosis and remediation, and teaching approaches. Psychosocial aspects are explored by four chapters in terms of motivational and psychiatric aspects, societal attitudes, and family influence. Two writings focus on community services. A glossary of related terms is provided. (RD)

ED047437# EC031507

THE EDUCATION OF EXCEPTIONAL CHILDREN.

Bradley, R. C.

Pub Date 70 Note-461p.

Available from-University Press, P.O. Drawer N, Wolfe City, Texas 75496 ($8.95)

Designed for introductory courses in the study of exceptional children, the textbook is a collection of articles which examines extensively numerous aspects of areas of exceptionality. Specific topics covered include trainable and educable mentally handicapped, bright and gifted, visually handicapped, hearing impaired, speech handicapped, physically disabled, special health problems, emotionally disturbed, brain injured, culturally disadvantaged, socially deviant behavior, problems of bilingualism, creative behavior and creativity, and relationships of motivation, interest, and curiosity. Each section deals with definitions and characteristics of the exceptionality with emphasis on educational diagnosis, materials, and techniques. Additional papers provide necessary considerations for administration and supervision of local programs for exceptional children and introductory commentary on general special education philosophy and self concept. (RD)

ED055387 EC040151

INTRODUCTION TO YOUNG EXCEPTIONAL CHILDREN: A GUIDE FOR PARAPROFESSIONALS. VOL. 1, NO. 6.

Lambright, Gale

Texas Univ., Austin. Dept. of Special Education.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 71 Note-77p.

EDRS Price MF-$0.65 HC-$3.29

The guide presents, in simple language, a basic introduction to exceptional children for paraprofessionals. Outlined are some of the basic needs of exceptional children, including needs which he has in common with all children. Presented are three examples of children with various handicaps to show who exceptional children are. Progress in caring for and educating handicapped children is noted and the eight major categories into which special education has classified these children are defined (mentally retarded, visually handicapped, aurally handicapped, physically handicapped, speech impaired, special health problems, emotionally disturbed, and learning disabled). (KW)

ED064825 EC042412

A MANUAL FOR THE TRAINING OF PARAPROFESSIONAL WORKERS IN MENTAL RETARDATION.

Wievers, Wade C., Ed.

South Carolina State Dept. of Mental Retardation, Columbia.

Contract-OEC-71-014-005; OEC-72-014-005

Pub Date 72 Note-193p.

EDRS Price MF-$0.65 HC-$6.58

The manual describes an instructional program for the training of workers for employment in paraprofessional service areas of mental retardation. Instructional materials presented are said to require 90 hours presentation time. The materials are organized into 12 instructional units ranging in content from brief pre- and post-program overviews to lengthy and detailed presentations on certain technical aspects of mental retardation. Unit titles are program orientation, communication skills, growth and development in normal and retarded children, counseling and guidance services, educational and training services, cottage practices in institutions, physical and occupational therapy services, medical services, speech and hearing services, the institution and the community, supervisory skills and practices, and program summary. Generally found for each area are self-explanatory overview statements, instructional purposes and objectives, and content outlines. Approximate presentation times for major content areas in the units are noted. Materials that can be used for distribution to trainees follow many of the units. Eight tests on instructional content and trainee attitude are also provided. Practical guidelines on training methods are given throughout the units. (CB)

ED0197984 EC002320

INTELLECTUAL EVALUATION OF THE MENTALLY RETARDED CHILD—A HANDBOOK. WPS (WESTERN PSYCHOLOGICAL SERVICES) PROFESSIONAL HANDBOOK SERIES, NUMBER 3.

ALLEN, ROBERT M. ; ALLEN, SUE P.

Pub Date 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESIGNED FOR THE PSYCHOLOGIST, THE HANDBOOK DESCRIBES INSTRUMENTS COMMONLY USED FOR INTELLECTUAL EVALUATION OF CHILDREN SUSPECTED OF BEING MENTALLY RETARDED. INFORMATION IS GIVEN CONCERNING DEFITIONS, IDENTIFICATION, AND CHARACTERISITICS OF MENTAL RETARDATION, TEST SELECTION, AND THE TEST SITUATION. TESTS DESCRIBED AND DISCUSSED INCLUDE STANDARDIZED TESTS (THE REVISED STANFORD-BINET INTELLIGENCE SCALE, FORM L-M 1960, THE WECHSLER ADULT INTELLIGENCE SCALE, AND THE WECHSLER INTELLIGENCE SCALE FOR CHILDREN), TESTS FOR PRESCHOOLERS (THE CATTELL INFANT INTELLIGENCE SCALE, THE MINNESOTA PRESCHOOL SCALE, THE MERRILL-PALMER SCALE OF MENTAL TESTS, AND THE ARTHUR POINT SCALE OF PERFORMANCE TESTS), AND PICTURE VOCABULARY TESTS (CHILDREN'S PICTURE INFORMATION TEST, THE VAN ALSTYNE PICTURE VOCABULARY TEST, THE FULL-RANGE PICTURE VOCABULARY TEST, AND THE PICTORIAL TEST OF INTELLIGENCE). ALSO TREATED ARE FORMBOARDS (THE SEGUIN FORMBOARD, THE PORTEUS MAZE TEST, AND THE PROGRESSIVE MATRICES), DRAWING TESTS (THE BENDER GESTALT TEST AND THE GOODENOUGH-HARRIS DRAWING TEST), NONVERBAL INTELLIGENCE TESTS (THE COLUMBIA MENTAL MATURITY SCALE AND THE LEITER INTERNATIONAL PERFORMANCE SCALE), AND PSYCHOMETRIC OR PAPER AND PENCIL TESTS OF INTELLIGENCE (THE REVISED BETA EXAMINATION, THE CHICAGO NON-VERBAL EXAMINATION, AND THE LORGE-THORNDIKE INTELLIGENCE TEST). THE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION, THE ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, AND THE HAPTIC INTELLIGENCE SCALE FOR ADULT BLIND ARE REVIEWED. THIRD PERSON TESTS (THE RESPONSES TO WHICH COME FROM INFORMANTS) CONSIDERED ARE THE GESELL PRELIMINARY BEHAVIOR INVENTORY, THE CAIN-LEVINE SOCIAL COMPETENCY SCALE, THE VINELAND SOCIAL MATURITY SCALE, AND THE SLOSSON INTELLIGENCE TEST. A FINAL CHAPTER CONSIDERS THE PSYCHOLOGIST'S REPORT AND STRESSES ITS IMPORTANCE. EXAMPLES, RECORD FORMS, AND PROFILES FROM SEVERAL TESTS ARE INCLUDED. THE BIBLIOGRAPHY CONTAINS 115 REFERENCES. THIS DOCUMENT WAS PUBLISHED BY WESTERN PSYCHOLOGICAL SERVICES, BOX 775, BEVERLY HILLS, CALIFORNIA 90213. (DF)

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 09884

The mentally retarded student and guidance.

Heath, Earl J.

Purdue U.

Boston, Mass.: Houghton Mifflin, 1970. xii, 96 p

Presents a handbook for counselors which discusses the philosophy of education and guidance for the mentally retarded and includes terminology, diagnostic procedures, educational programs, and vocational planning and placement.

ED065949 EC042665

TEACHER-PARENT REPORT CONFERENCES FOR MODERATELY AND SEVERELY MENTALLY RETARDED CHILDREN AND YOUTH: A GUIDE FOR TEACHERS.

Gesslein, Charles H.
Jackson County Public Schools, Marianna, Fla.
Spons Agency-Florida State Div. of Mental Retardation, Tallahassee.
Pub Date Jul 71 Note-66p.

Numerous practical guidelines are presented informally to help the teacher of severely and moderately mentally retarded children and youth conduct successful parent teacher conferences. It is speculated that past public school experience with the use of parent teacher conferences has been unsuccessful for reasons such as lack of teacher knowledge on handling parents, and parental misunderstanding of teacher's comments. The basic purpose of the teacher parent report conference is explained to be reporting to parents the child's progress in the special education and training program. The conference is thought to be more individualizing and meaningful for the parents than is the report card. In order to conduct conferences well, the teacher is said to need to understand the effects of having a severely retarded child and the impact of this upon parents and families. The conference process is discussed and diagrammed, with emphasis on teacher control. Adequate teacher preparation is shown to be conducive to conducting the conference smoothly, warmly, and effectively. A suggested conference time schedule is provided. Appended is a bibliography of approximately 220 suggested readings for parents and staff in mental retardation. (CB)

ED049584 EC032164

A GUIDE TO PHYSICAL EDUCATION FOR THE MENTALLY RETARDED USING PERSISTING LIFE SITUATIONS NO. 5 AND 10.

Sheboygan County School for Special Education, Sheboygan Falls, Wisc.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Wisconsin State Dept. of Public Instruction, Madison. Div. for Handicapped Children.
Bureau No.-BR-00033
Grant-OEG-594149
Pub Date 70 Note-110p.

Described is the first phase of a project concerned with the development of a program and a resource guide in the area of physical education and recreation for the mentally retarded in Wisconsin. Phase 1 consisted of a 6-week summer program to give intern physical education teachers practical teaching experience with trainable and educable mentally retarded children (N equals 58), with the intent of developing sequential curriculum guidelines composed of behavioral objectives and workable suggested activities to implement the state curriculum. Outlined is the daily program in the five areas of instruction: physical education, crafts, ceramics, music, and woodworking. Behavioral objectives are presented for 30 skills which are components of motor ability and more complex sports skills. Activities and annotated resource materials are listed for all five areas of instruction in sample unit and daily lesson plans. Expanding upon this preliminary organization of a physical education and recreation program, Phase 2 of the project will develop a comprehensive multi-year program for an entire school and publish a resource guide. (KW)

ED011716 EC000141

GUIDE FOR TRAINING RECREATION LEADERS IN CONSTRUCTIVE AND CREATIVE RECREATION ACTIVITIES FOR THE MENTALLY RETARDED. IN SERVICE TRAINING MANUAL.

HATCH, MODESTA ; AND OTHERS
Rainier State School, Buckley, Wash.
Note-71P.
EDRS PRICE MF-$0.65 HC-$3.29

DEVELOPED AS A GUIDE FOR RECREATION LEADERS AND VOLUNTEERS WORKING WITH THE MENTALLY HANDICAPPED, THIS BOOKLET PRESENTS GUIDELINES AND SPECIFIC ACTIVITIES FOR PHYSICAL CONDITIONING AND SOCIAL-RECREATIONAL ACTIVITIES. RECREATIONAL THEORIES AND THEIR APPLICATION TO THE MENTALLY HANDICAPPED ARE PRESENTED. DIRECTIONS ARE GIVEN FOR PHYSICAL EXERCISES, BALL AND BEAN BAG GAMES, MUSICAL AND SINGING GAMES, AND FINGERPLAYS. THE BIBLIOGRAPHY CONTAINS OVER 66 ITEMS. (MY)

ED023201# EC001737

DEVELOPMENTAL SEQUENCES OF PERCEPTUAL-MOTOR TASKS, MOVEMENT ACTIVITIES FOR NEUROLOGICALLY HANDICAPPED AND RETARDED CHILDREN AND YOUTH.

Cratty, Bryant J.
Pub Date 67 Note-95p.
Available from-Educational Activities, Inc., P.O. Box 392, Freeport, New York 11520 ($2.95).
Document Not Available from EDRS.

Intended for special education and physical education teachers, the handbook presents selected developmental sequences of activities based on the analysis of perceptual motor characteristics of groups of retarded and neurologically handicapped children. Four classifications of children and their perceptual motor characteristics are discussed: the trainable retarded, the educable retarded, mongoloids, and the neurologically handicapped. Teaching guidelines are given for presentation of motor activities, and specific programs are outlined for evaluation and graded development. Areas covered are body image (perceptions of the body and its position in space), balance, locomotion, agility, strength and endurance plus flexibility (fitness), catching and throwing balls, manual abilities, and moving and thinking. The importance of the initial evaluation of children in program planning is reviewed, and model programs for the four classifications of children are outlined. A glossary and a 123-item bibliography, which includes sources of games and similar activities, are provided. (SB)

PERSONNEL TRAINING

Selected Papers from Conventions, Conferences, and Workshops

Council for Exceptional Children Conventions 205

Regional Conferences on Special Education 213

State Conferences on the Education of Exceptional Children 215

University of Southern California Lecture Series on Special Education 217

Workshops on Mental Retardation 219

Workshops and Conferences on Specific Topics in Special Education 221

Council for Exceptional Children Conventions

ED061697 EC041905

SELECTED CONVENTION PAPERS: INSPECTION AND INTROSPECTION OF SPECIAL EDUCATION.

Council for Exceptional Children, Arlington, Va.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 64 Note-292p.; Papers presented at the Annual CEC Convention (42nd, Chicago, Illinois, March 31-April 4, 1964)

EDRS Price MF-$0.65 HC-$9.87

Presented are 48 short, selected convention papers (conference reports) on different aspects of educational needs in various exceptionalities. Five general papers precede two papers on international aspects of special education, two papers on administration, and six papers on auditory impairment, in which representative topics include educational and vocational guidance of the deaf and an auditory approach to the education of deaf children. Representative topics among the seven papers on visual impairment include a comparison of the imaginative productions of congenitally blind and seeing children to structured auditory stimulation and promoting mental health in teachers. Following are eight papers on mental retardation; selected topics discussed are some research problems in programed instruction and training of visualizing ability by the kinesthetic method of teaching reading. Four short papers are presented on the gifted and four on speech, language, and communication. Learning and learning disabilities are then discussed in six papers, while behavioral disorders are examined in four papers, and rehabilitation is covered in two papers. (CB)

ED061698 EC041906

SELECTED CONVENTION PAPERS: NEW FRONTIERS IN SPECIAL EDUCATION.

Council for Exceptional Children, Arlington, Va.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 65 Note-301p.; Papers presented at the Annual CEC Convention (43rd, Portland, Oregon, April 20-24, 1965)

EDRS Price MF-$0.65 HC-$13.16

Sixty-three selected convention papers (conference reports) are presented on different aspects of educational needs in special education. Six general papers are followed by 10 papers on mental retardation, in which selected topics include mental retardation and the culturally disadvantaged and physical fitness of mentally retarded boys. Representative topics among the 10 papers on auditory impairment are sequence in teacher education for teachers of the deaf and adult education for the deaf. Two papers are then given on international aspects of special education, one paper on visual impairment, four papers on the gifted, and seven papers on the homebound and hospitalized. Selected topics discussed in the eight papers on learning disabilities are conditions related to specific reading disability and the physician's contribution to interdisciplinary management of children with learning and behavior problems. Concluding the collection are five papers on preschool programs, four papers on teacher education, four papers on behavioral disorders, and two general papers. (CB)

ED061699 EC041907

SELECTED CONVENTION PAPERS: SPECIAL EDUCATION -STRATEGIES FOR EDUCATIONAL PROGRESS.

Council for Exceptional Children, Arlington, Va.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 66 Note-267p.; Papers presented at the Annual CEC Convention (44th, Toronto, Canada, April 17-24, 1966)

EDRS Price MF-$0.65 HC-$9.87

Presented is a collection of 70 short papers (conference reports) on special educational needs for handicapped and gifted children. Representative topics among 12 papers on the gifted are anatomy of education for the gifted, implications of qualitative assessment of intelligence and creativity, and employment status and characteristics of high school dropouts of high ability. Of 14 papers on mental retardation, selected topics include application of language and communication models in programs for trainable retarded, communication needs and programs in mental retardation, and a comparison of normal and subnormal subjects using visual structured categorization tasks. Representative topics from 10 papers on communication disorders are hearing assessment of neurologically impaired children, counseling parents of preschool hearing impaired children, and vocational information for intellectually slow deaf adults. Six papers then discuss behavioral disorders in the emotionally disturbed child, followed by 10 papers on different aspects of learning disabilities. Then presented are two papers on visual impairment, three papers on preschool programs, three papers on administration, two papers on teacher education, four papers on international aspects of special education, and four concluding general papers. (CB)

ED061700 EC041908

SELECTED CONVENTION PAPERS: 45TH ANNUAL INTERNATIONAL CEC CONVENTION (ST. LOUIS, MISSOURI, MARCH 26-APRIL 1, 1967).

Council for Exceptional Children, Arlington, Va.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 67 Note-294p.

EDRS Price MF-$0.65 HC-$9.87

Included are papers, some in abridged or abstract form, on the following areas: 15 on the gifted; seven each on mental retardation and on information services; five each on the disadvantaged, teacher education, and general concerns; four on behavioral disorders; three each on visual impairment, learning disabilities, the homebound and hospitalized, international aspects of special education, and administration; and two on hearing impairment. (This document previously announced as ED 031 029.) (JD)

ED031863 EC004333

CEC SELECTED CONVENTION PAPERS; ANNUAL INTERNATIONAL CONVENTION: MENTAL RETARDATION.

Council for Exceptional Children, Washington, D.C.

Pub Date Apr 68 Note-38p.; CEC Selected Convention Papers from the Annual International Convention (46th, New York City, April 14-20, 1968).

Available from-(Selected Convention Papers) The Council for Exceptional Children, NEA; 1201 Sixteenth Street, N.W., Washington, D.C. 20003 ($2.00)

EDRS Price MF-$0.65 HC Not Available from EDRS.

The following articles on mental retardation are provided: translating research findings into classroom activity; camping programs; a measurement device for educable mentally retarded adolescents on their self-concept as a worker; an investigation of the Doman-Delacato Theory in a trainable program in the public schools; and problems of sex education for educable mental retardates. Abstracts of articles treat these topics: camping; using sight, sound, and symbol to develop learning abilities; a rehabilitative culture design for moderately retarded adolescent girls; remediation of psycholinguistic disabilities; milieu therapy for parents; developing teacher made instructional materials; language development instructional aids in the trainable program; centralized facilities; a program for public school integration; audiovisual instruction techniques; good practice conference for teachers; segregation; and parent and teacher communication. (WW)

ED041437 EC006165

SELECTED CONVENTION PAPERS. PROCEEDINGS OF THE ANNUAL INTERNATIONAL CONVENTION OF THE COUNCIL FOR EXCEPTIONAL CHILDREN (47TH, DENVER, COLORADO, APRIL 6-12, 1969).

Council for Exceptional Children, Arlington, Va.

Pub Date Apr 69 Note-536p.

EDRS Price MF-$0.65 HC-$19.74

The collection consists of selected convention papers from the 1969 convention of the Council for Exceptional Children. Included are both abstracts of articles and complete articles. Nine items on the gifted and 13 on learning disabilities are presented but may also be obtained separately in EC numbers 006 169 and 006 168 respectively. A broad scope of discussions are presented concerning behavioral disorders (12), communication disorders (11), early childhood education (5), mental retardation (21), the physically handicapped (5), visually handicapped (3), administration (7), general sessions (5), international relations (4), research reports (12), special issues (10), and one on teacher education. (JM)

ED039387 AA000565

PREPARATION OF PERSONNEL. PAPERS PRESENTED AT THE ANNUAL INTERNATIONAL CONVENTION OF THE COUNCIL FOR EXCEPTIONAL CHILDREN (48TH, CHICAGO, ILLINOIS, APRIL 19-25, 1970).

Council for Exceptional Children, Arlington, Va.

Pub Date Apr 70 Note-119p.

EDRS Price MF-$0.65 HC-$6.58

The report of the 1970 convention of the Council for Exceptional Children includes a workshop on the need for teacher training in the behavioral and learning disability areas. The workshop proceedings discuss innovations in teacher training by James T. Tompkins and George T. Donahue, a prescriptive teaching system by Laurence J. Peter and Keith H. Sharpe, and a crisis model of teacher training by Nicholas Long. Topics also concern the future of training administrators by Daniel D. Sage, the movement of nonprofessional personnel to teaching positions by Marlys M. Mitchell, and the training of professionals and paraprofessionals in early intervention with atypical infants by Mary Ann Newcomb. (JM)

ED039378 AA000556

TEACHING STRATEGIES, METHODS, AND MATERIALS. PAPERS PRESENTED AT THE ANNUAL INTERNATIONAL CONVENTION OF THE COUNCIL FOR EXCEPTIONAL CHILDREN (48TH, CHICAGO, ILLINOIS, APRIL 19-25, 1970).

Council for Exceptional Children, Arlington, Va.

Pub Date Apr 70 Note-114p.

EDRS Price MF-$0.65 HC-$6.58

The report of the proceedings of the convention of the Council for Exceptional Children in 1970 includes papers on the following topics: a workshop report on the team approach in using educational media, means of decelerating disruptive classroom behavior, the promotion of motor development in young retardates, the use of pictorial symbols to teach reading to the mentally handicapped, and cognitive training with the educable mentally handicapped. Discussions also concern the development of social skills with the educable mentally handicapped in secondary schools, the natural environment of the school camp experience, the benefits of research to the classroom teacher of the multihandicapped, research trends for the physical and health handicapped, public school services in a maternity home, and educational programs for pregnant girls. (JM)

ED052399 AA000720

EXCEPTIONAL CHILDREN CONFERENCE PAPERS: PRE AND INSERVICE TEACHER PREPARATION.

Council for Exceptional Children, Arlington, Va.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Apr 71 Note—113p.; Papers presented at the Annual International Convention of the Council for Exceptional Children (49th, Miami Beach, Florida, April 18-24, 1971)

Eight papers concerning pre and inservice teacher preparation treat such topics as a behavioral approach to conducting and evaluating inservice training, the development and analysis of criterion in the evaluation of teacher preparation and certification, and group processes and personal interrelationships as they support humanistic education. Also discussed are activities and implications of inservice training in the Northern Virginia Title III (ESEA) Diagnostic and Resource Teacher Program, basic principles of behavior modification for teachers, a taxonomy of variables for training teachers in special education, motivation of teachers and efforts of the Cleveland Public Schools help teachers become fully operative, and the nature and educational needs of the crippled and other health impaired (COHI) population and implications for teacher preparation in the COHI area. (KW)

ED052398 AA000719

EXCEPTIONAL CHILDREN CONFERENCE PAPERS: TRENDS AND ISSUES IN SPECIAL EDUCATION.

Council for Exceptional Children, Arlington, Va.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Apr 71 Note—138p.; Papers presented at the Annual International Convention of the Council for Exceptional Children (49th, Miami Beach, Florida, April 18-24, 1971)

EDRS Price MF-$0.65 HC-$6.58

The first of six papers on trends and issues in special education focuses upon child advocacy with emphasis on exceptional children, citing research and other evidence indicating that people and agencies are abusing children both legally and illegally on an extensive scale and that special education programs and personnel are involved. The second paper, addressed to students, explains how students with the assistance of the Council for Exceptional Children, can effect change within the existing structure for the implementation of special education. The federal government's interest and role in educating the handicapped and objectives of the Bureau of Education for the Handicapped are viewed by Edwin W. Martin. Also presented is information on special education in Toronto; a paper in which S. C. Ashcroft, past president of the Council for Exceptional Children (CEC), discusses CEC responses to the challenge of special education; and a rebuttal of criticisms of special education for the mentally retarded. (KW)

ED062734 EC041931

EXCEPTIONAL CHILDREN CONFERENCE PAPERS: EDUCATION OF THE EDUCABLE AND TRAINABLE MENTALLY HANDICAPPED.

Council for Exceptional Children, Arlington, Va.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 72 Note-130p.; Papers presented at the Annual International CEC Convention (50th, Washington, D. C., March 19-24, 1972)

EDRS Price MF-$0.65 HC-$6.58

Thirteen conference papers focus on the education of educable (EMR) and trainable (TMR) mentally retarded children. Topics include comparisons of development of reasoning, moral judgment, moral conduct, and long term memory in normals and retardates. Other papers examine use of an interactive unit in teaching arithmetic, verbal information processing of EMRs on quantitative verbal problems, application of learning theory to evaluation of language development, and use of music and social reinforcement to increase group attending behavior. One paper describes a Down's Syndrome preschool program and four papers describe various aspects of the TMR program in Roanoke County, Virginia (overview, curriculum, use of music, and use of paraprofessionals). (KW)

ED062740 EC041937

EXCEPTIONAL CHILDREN CONFERENCE PAPERS: TEACHER TRAINING AND PROFESSIONAL RESPONSIBILITIES.

Council for Exceptional Children, Arlington, Va.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 72 Note-160p.; Papers presented at the Annual International CEC Convention (50th, Washington, D.C., March 19-24, 1972)

EDRS Price MF-$0.65 HC-$6.58

Teacher training and professional responsibilities in special education are the topics of nine conference papers. Educational trends and needs are identified in three papers on the future of teacher preparation programs, new directions in curriculum in relation to black and other minority students in teacher training programs, and the black professional as an agent of change. Other papers discuss training special education teachers in behavioral psychology, classroom observation systems for the improvement of teaching, training for teachers of aurally handicapped infants and their parents, and the training of consulting teachers to provide special education services within regular classrooms through consultation with teachers, administrators, and parents. Final papers explain the multidisciplinary approach to special education in Washington County, Virginia and report on the role of the consulting teacher in the use of home consequences to reinforce classroom behavior modification and learning procedures. (KW)

ED062738 EC041935

EXCEPTIONAL CHILDREN CONFERENCE PAPERS: OBJECTIVES, METHODS, AND ALTERNATIVES.

Council for Exceptional Children, Arlington, Va.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 72 Note-130p.; Papers presented at the Annual International CEC Convention (50th, Washington, D. C., March 19-24, 1972)

EDRS Price MF-$0.65 HC-$6.58

Nine conference papers focus on objectives, methods, and alternatives in the education of handicapped children. The first paper, by Sidney P. Marland, U. S. Commissioner of Education, reports on progress made towards full educational opportunity for handicapped children. Research design and methodology are discussed in relation to curriculum research past and present, a five-category research framework, and design of a curricular research methodology. Other papers concern the special education resource room, a model preschool for handicapped children and the behavior modification model, competency based education, the usefulness of instructional materials, inservice teacher education to improve services to mildly handicapped children in the regular classroom, the effects of isolated study on academic performance, and an exhibition of art by the handicapped. (KW)

ED061701 EC041909

SELECTED CONVENTION PAPERS: 46TH ANNUAL INTERNATIONAL CEC CONVENTION (NEW YORK, NEW YORK, APRIL 14-20, 1968).

Council for Exceptional Children, Arlington, Va.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 68 Note-358p.

EDRS Price MF-$0.65 HC-$13.16

A collection of selected convention papers is presented on the following topics: the gifted child, children with behavioral disorders, the visually handicapped, programs in special education, the homebound and hospitalized, children with learning disabilities, international aspects of special education, general articles, administration programs, children with communication disorders, mentally retarded children, research in special education, teacher training programs, and general session addresses. Each unit of reports is available on microfiche. (This document previously announced as ED 031 865.) (WW)

ED031858 EC004326

CEC SELECTED CONVENTION PAPERS: ANNUAL INTERNATIONAL CONVENTION: GENERAL TOPICS.

Council for Exceptional Children, Washington, D.C.

Pub Date Apr 68 Note—6p.; CEC Selected Convention Papers from the Annual International Convention (46th, New York City, April 14-20, 1968).

Available from—Council for Exceptional Children, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($2.00).

EDRS Price MF-$0.65 HC Not Available from EDRS.

Papers and abstracts on general topics present information on the following: administration of special education programs and other administrative problems; facility design; teacher education; research reports on several aspects of handicapped children; an evaluation of eleven programed materials; stimulation of speech in the disadvantaged; diagnosis of exceptional children; and educational planning and needs. (RJ)

Regional Conferences in Special Education

ED041432 EC006130

SPECIAL EDUCATION - TODAY AND TOMORROW. SUMMARY REPORT ON THE REGIONAL CONFERENCE ON IMPROVEMENT OF EDUCATION OF HANDICAPPED CHILDREN (DENVER, COLORADO, APRIL 25-26, 1968).

Colorado State College, Greeley.

Pub Date Apr 68 Note-39p.

EDRS Price MF-$0.65 HC-$3.29

Problems raised and solutions proposed at a conference on improvement of education for handicapped children are extensively listed under the following categories: preparation of personnel, developing leadership and coordination of programs, research, information dissemination, scope of special education, labeling, rural area services, terminal expectations, and evaluation of existing programs. Also included are the conference agenda, a roster of participants, and the text of a speech advocating the increased responsibility of colleges and universities for training of personnel and research. (KW)

ED043164 EC030039

REGIONAL CONFERENCE IN SPECIAL EDUCATION (UNIVERSITY OF MINNESOTA, MINNEAPOLIS, MINNESOTA, MAY 23-24, 1968). FINAL REPORT.

Weatherman, Richard, Comp.

Minnesota Univ., Minneapolis. Dept. of Special Education.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 68 Note-44p.

EDRS Price MF-$0.65 HC-$3.29

The report summarizes the results of discussions at a regional special education conference. Problem areas considered (and suggestions made) were relationships with regular education, image and attitude toward handicapped children and special education, teacher training, retention of good personnel, school's role in preschool programs, diagnosis and placement, communication, federal funding, and educational research. Included in the document are summary comments by Maynard C. Reynolds and the text of two major addresses: Is Much of Special Education (as we have known it) Obsolete?, by Lloyd M. Dunn, which is a blueprint for change in education for children with mild or moderate learning problems, including those classified as cultural-familial educable mentally handicapped; and Handicapped Children in Modern Society, by Robert J. Havighurst, also dealing with the children labeled educable mentally handicapped due to environmental and social disadvantagement. (KW)

ED055373 EC033308

THE MISSOURI CONFERENCE ON THE CATEGORICAL/NON-CATEGORICAL ISSUE IN SPECIAL EDUCATION (COLUMBIA, MISSOURI, MARCH 22-23, 1971). FINAL REPORT.

Meyen, Edward L., Ed.

Missouri Univ., Columbia.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Jul 71 Note-147p.

EDRS Price MF-$0.65 HC-$6.58

Papers presented at the conference focus on three concerns relating to heterogeneous-homogeneous student placement in special education classes: handicapped children, public schools, and teacher training programs. Child centered observations include: labeling children by their disabilities, non-categorical or non-homogeneous student placement of mildly handicapped children, establishing special education needs of children from minority groups, and relating non-categorical models to individualized instruction. School centered observations cover: developing alternatives to categorical models, preparing school staff to accept responsibility for mildly handicapped children, funding, and relating special educators to general educators. Teacher training observations consist of: providing teacher training experiences on a non-categorical basis, substituting competency based programs for structured courses, increasing early teacher trainee involvement in classroom settings, insufficient working with minority group children in current trainee programs, university funding, block funding, and certifying teachers. (CB)

ED060609 EC041654

INNOVATIVE NON-CATEGORICAL INTERRELATED PROJECTS IN THE EDUCATION OF THE HANDICAPPED. PROCEEDINGS OF THE SPECIAL STUDY INSTITUTE (WASHINGTON, D.C., OCTOBER 14-15, 1971).

Schwartz, Louis; And Others

Florida State Univ., Tallahassee. Coll. of Education.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Jan 72 Note-90p.

EDRS Price MF-$0.65 HC-$3.29

The majority of the conference reports on education of the handicapped focuses on regular class placement and teacher education. Presented concisely are 21 program proposal descriptions with funding source, project dates, objectives, philosophy, procedures and evaluation, and literature influencing project. Representative projects concern special education in the regular classroom, a competency-based model training program, training programs for preparation of curriculum specialists for exceptional children, training programs for both special education teachers and regular teachers to meet the needs of exceptional children, consulting teacher programs, and diagnostic and prescriptive teacher projects. Concluding the proceedings are short discussion summaries on process and product of change in education of the handicapped as they relate to colleges and universities, program evaluation, preschool, local school system, and State Department of Education. (CB)

State Conferences on Education of Exceptional Children

ED071229 EC050466

WORKSHOP IN THE EDUCATION OF THE EXCEPTIONAL CHILD.

Hall, William F.; Siesverda, David

Arizona State Univ., Tempe.

Pub Date 72 Note-97p.

EDRS Price MF-$0.65 HC-$3.29

The volume, based on workshop proceedings, discusses identifying characteristics of various handicapping conditions and describes relevant teaching methods and curricula. Characteristic behaviors of aggressive and withdrawn emotionally disturbed children are specified. Discussions of mentally handicapped children center on problems of identification, teacher characteristics, curriculum, behavior modification, elimination of maladaptive behavior, referrals, screening, perception, personal and social competencies, vocational education and cooperative agencies. Examined are learning disabilities related to auditory and visual reception, auditory and visual association, manual expression, auditory and visual closure, and auditory and visual sequential memory. Also treated are the educational history, sociological influences, identification, testing, teacher characteristics, and enrichment of gifted individuals. The education of bilingual children is considered in relation to historical background, development of language skills, the Title VII Program, the Head Start Program, Indian children, migrant children, and the record transfer system. Speakers, films, and class trips of the workshop program are listed. (GW)

ED036009 EC004847

PROCEEDINGS OF THE STATE CONFERENCE FOR TEACHERS OF EXCEPTIONAL CHILDREN (SHERATON HOTAL, LOUISVILLE, KENTUCKY, OCTOBER 25-26, 1968).

Spons Agency-Kentucky State Dept. of Education, Frankfort. Div. of Special Education.

Pub Date 68 Note-107p.

EDRS Price MF-$0.65 HC-$6.58

The proceedings include addresses by Bernard Weisskopf on the parents of the handicapped child, by William J. Tisdall on student evaluation in special education, and by Merle B. Karnes on the involvement of the total family in the education of the handicapped. Group reports are provided on the crippled, neurologically impaired, visually handicapped, speech and hearing impaired, and gifted. Further reports treat administration, the trainable mentally handicapped, and the educable mentally handicapped at primary, intermediate, and junior and senior high school levels. (JD)

ED083774 EC060333

LEARNING THROUGH LISTENING: APPLYING LISTENING SKILLS TO THE CURRICULUM.

Abel, Georgie L.; And Others

California State Dept. of Education, Sacramento. Div. of Special Education.

Pub Date 73 Note—68p.; Proceedings of a Special Study Institute

EDRS Price MF—$0.65 HC—$3.29

Four papers and reports of six demonstrations given at a 5-day institute for 60 teachers of handicapped children on the topic of listening skills in the curriculum are presented. Teachers are said to have been encouraged to make optimum use of technology to improve the educational program. Ursula Bogan discusses the nature of listening as related to reading and classroom performance. Rose-Marie Swallow analyzes listening and auditing in terms of auditory perception components. Dean Tuttle stresses the importance of listening as a means of reading and suggests objectives and activities to develop listening skills. Compressed speech is given as one way to read by listening in the paper by Emerson Foulke. The following institute demonstrations are briefly described, establishment of communication with a nonverbal cerebral palsied boy, the use of videotape with a group of retarded women, recording for the blind, equipment used by the Library of Congress to record books, slides showing the importance of technology to teachers of handicapped children, and a description of the Master Tape Library at the Compressed Speech and Aural Media Center. Appended are articles on the status of speech compressors, the establishment of computer services for the blind in Kentucky, the audio-tutorial method; and a list of sources for appropriate commercial materials. (DB)

USC Lecture Series on Special Education

ED021378 EC002583

ANNUAL DISTINGUISHED LECTURES IN SPECIAL EDUCATION (5TH, UNIVERSITY OF SOUTHERN CALIFORNIA SCHOOL OF EDUCATION, LOS ANGELES, SUMMER 1966).

Magary, James F., Ed.; McIntyre, Robert B., Ed.

University of Southern California, Los Angeles. School of Education.

Pub Date 67 Note-97p.

EDRS Price MF-$0.65 HC-$3.29

The University of Southern California School of Education invited several persons in the field of special education to lecture at a specially designated summer session series. The following lectures were delivered in the summer of 1966: "Headstart on Headstart: A Thirty Year Evaluation" by Harold M. Skeels, "The Role of Language in the Development of the Preschool Deaf Child" by Boris V. Morkovin, "Language Research in Relationship to the Mentally Retarded and Culturally Deprived" by Melvyn I. Semmel, "Medical Classification of Disabilities for Educational Purposes: A Critique" by Francis E. Lord, "Yesterday was Tuesday: Issues in Language Instruction for the Severely Mentally Retarded" by May V. Seagoe, and "A Profession in a Hurry: The Need for Standards" by Maynard C. Reynolds. Biographical sketches are furnished for each of the above lecturers; and lists of lecturers and their topics are provided for the years 1962 to 1967. Recent doctoral dissertations at the University of Southern California relating to the psychology and education of exception children and youth are cited; and the various graduate programs available at the University are described. (RS)

ED054556# EC033176

NINTH ANNUAL DISTINGUISHED LECTURE SERIES IN SPECIAL EDUCATION AND REHABILITATION. SUMMER SESSION, 1970.

Williams, Eddie H., Ed.; And Others

University of Southern California, Los Angeles. School of Education.

Spons Agency-Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 70 Note-113p.

Available from-University Bookstore, University of Southern California, Los Angeles, California 90007 ($3.00)

Document Not Available from EDRS.

Six papers on special education and rehabilitation are presented. In discussing games people play with programs for the educable mentally handicapped, C. E. Meyers focuses on problems of appropriate reconceptualizing programs for slow learners, resulting from court orders to cease and desist certain practices. Harry A. Grace examines management strategy and rehabilitation organization on the premise that the primary goal of rehabilitation is preparation of persons for participation in economic life. Bernard Rimland then explores future trends in treatment of mentally ill children from the vantage point that Freud's theories are outmoded and that most learning and behavior disorders result from physiological impairments. In his short presentation on team learning, Robert B. MacIntyre advocates use of special education students as tutors of both their peers and of exceptional children. Charles B. Truax discusses empathy, nonpossessive warmeth, and genuineness as effective in counseling and psychotherapy. In conclusion, Oliver P. Kolstoe reviews historical definitions of mental retardation and advocates a definition based on intellectual arrest, not equivalent to IQ scores, at some level below Piaget's level of formal thought. (CB)

ED073597 EC051386

ANNUAL DISTINGUISHED LECTURES SERIES IN SPECIAL EDUCATION AND REHABILITATION (10TH, LOS ANGELES, CALIF., SUMMER 1971).

Williams, Eddie H., Ed.; Schrader, Donald R., Ed.

University of Southern California, Los Angeles. School of Education.

Spons Agency-Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 72 Note-111p.

Available from-University Bookstore, University of Southern California, Los Angeles, California 90007 ($3.00)

EDRS Price MF-$0.65 HC-$6.58

Presented are six lectures in special education and rehabilitation given in 1971 at the University of Southern California. Dr. James Gallagher considers accountability, program planning, and program evaluation by means of a systems model. Suggested are the development of measurable educational objectives in special education. Dr. Edgar Lowell deals with the most productive use of funds and personnel. Offered is a model of educational planning which would include more mechanized schools and a higher ratio of pupils per teacher. Dr. Clayton Morgan explores aspects of human potential and suggests that limiting the expected achievements of the handicapped does them a great disservice. Dr. Frank Hewitt considers the dilemma of special versus regular classroom placement. He describes the Madison Plan which groups children having learning difficulties together in a progressive preacademic and academic program of classroom skills. Dr. Carolyn Vash stresses the necessity for a conceptual view of man and offers her own philosophy as a basis for rehabilitation programs. Andrew Marrin discusses principles of vocational rehabilitation such as the one-to-one client-counselor relationship in terms of his 30 years of experience in the field. (DB)

Workshops on Mental Retardation

ED017092 EC000722
THE NEW AND MORE OPEN OUTLOOK FOR THE MENTALLY RETARDED.
KELLY, ELIZABETH M.
Catholic Univ. of America, Washington, D.C.
Pub Date 66 Note-139P.
EDRS PRICE MF-$0.65 HC-$6.58

THE PROCEEDINGS OF THIS 1965 WORKSHOP ON MENTAL RETARDATION ARE PRESENTED AS A COLLECTION OF NINE PAPERS AND SUMMARIES OF THREE SEMINAR DISCUSSIONS. IN THE INTRODUCTION, MAYNARD C. REYNOLDS DISCUSSES "THE NEW AND MORE OPEN OUTLOOK FOR THE MENTALLY RETARDED." OTHER PAPERS ARE (1) "THE IMPACT OF FEDERAL LEGISLATION ON DEVELOPMENT OF COMPREHENSIVE PROGRESS FOR THE MENTALLY RETARDED" BY ELIZABETH M. BOGGS, (2) "FOSTERING INDEPENDENT, CREATIVE THINKING IN EDUCABLE MENTALLY RETARDED CHILDREN" BY HERBERT GOLDSTEIN, (3) "INFLUENCE OF CHANGES IN EDUCATION ON THE MENTALLY RETARDED AND THE RESULTANT SOCIAL EXPECTANCIES" BY KIRK SEATON, (4) "INNOVATIONS IN CURRICULUM DEVELOPMENT FOR THE MENTALLY RETARDED" BY ROZELLE MILLER, (5) "EMOTIONAL DISTURBANCES IN JUVENILES" BY RALPH BRANCALE, (6) "THE ADMINISTRATION OF A SCHOOL PROGRAM FOR THE MENTALLY RETARDED" BY KUHN BARNET, (7) "SHELTERED AND COOPERATIVE PROGRAM FOR THE MENTALLY RETARDED AS A GUIDE TO 'INDEPENDENT LIVING' BY AUTHUR BIERMAN, AND (8) "REHABILITATION PROBLEMS OF THE MENTALLY RETARDED" BY HERBERT RUSALEM. SEMINARS SUMMARIZED ARE ON FEDERAL LEGISLATION AND REALISTIC CURRICULUM PLANNING, NEWER CONCEPTS IN MENTAL RETARDATION, AND REHABILITATION. THE APPENDIX LISTS 54 PARTICIPANTS. THE REFERENCE LISTS CITE 43 ITEMS. THIS DOCUMENT WAS PUBLISHED BY THE CATHOLIC UNIVERSITY OF AMERICAN PRESS, WASHINGTON, D.C. 20017. (DF)

ED029426 EC003919
SPEECHES GIVEN AT TEACHER INSTITUTE, SPRINGFIELD, MISSOURI, JANUARY 23-27, 1967.
Missouri State Dept. of Education, Jefferson City.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date 67 Note-52p.
EDRS Price MF-$0.65 HC-$3.29

Six speakers consider programs for the retarded. Geraldine K. Fergen describes the challenge of special education; James O. Smith discusses planning appropriate language programs for children with retarded intellectual development; and Bobby Palk outlines the sequential development of skills in the trainable mentally retarded. Also treated are perceptual motor development through physical education, by Matthew Sullivan; the role of the teacher in the development of curriculum for trainable retardates, by Richard S. Dabney; and the training objective sheltered workshop personnel want teachers of the trainable to meet, by Don Huddle. (JD)

ED031004 EC003834

SELECTED SPEECHES FROM A WORKSHOP FOR AIDES TO TEACHERS OF THE TRAINABLE MENTALLY RETARDED.

Kokaska, Charles J., Ed.

Eastern Michigan Univ., Ypsilanti.; Michigan State Dept. of Education, Lansing.

Spons Agency-Department of Health, Education and Welfare, Washington, D.C.

Pub Date Feb 69 Note—33p.

~~EDRS Price MF-$0.25 HC-[illegible]~~

The responsibilities of teachers' aides in both institutional and community programs for the trainable mentally handicapped are reported. Papers presented treat the following topics: suggestions for teaching the trainable retarded; pupil management; developing communication skills in the trainable; the aide's relationship with parents; and employment of the retarded. (LE)

EJ024456 EC006371

REPORT OF THE WORKSHOP ON THE TRAINING OF CLINICAL CHILD PSYCHOLOGISTS IN MENTAL RETARDATION

Leland, Henry; And Others Ment Retardation; 8; 4; 24-8 Aug '70

Workshops and Conferences on Specific Topics in Special Education

ED033262 AA000432

TRANSCRIPT OF PROCEEDINGS. CONFERENCE, LEARNING DISABILITIES AND INTERRELATED HANDICAPS (EVANSTON, ILLINOIS, AUGUST 2-9, 1967).

Northwestern Univ., Evanston, Ill.; Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.

Pub Date Aug 67 Note-466p.

EDRS Price MF-$0.65 HC-$16.45

The objectives for this advanced study institute were to define learning disabilities so that the definition would be useful for national application; to define interrelated problems; and to establish the extent training centers and university training programs could be augmented and oriented to meet the urgent demands of the nation in these areas of special education. Speeches and discussions delineate changes in outlooks for professional training; estimate the incidence of learning disability and the problem of interrelated areas. The report of the proceedings program is enriched by the concluding discussions. (ON)

DOC YEAR: 1967 VOL NO: 41 ABSTRACT NO: 15980

THE PSYCHOLOGICAL MANAGEMENT OF INDIVIDUALS WITH SPEECH AND HEARING PROBLEMS: I.

WOLBERG, LEWIS R.

POSTGRADUATE CENTER FOR MENTAL HEALTH, NEW YORK, N.Y.

JOURNAL OF COMMUNICATION DISORDERS 1967 , 1(1), 66-74.

THIS PAPER WAS PRESENTED AS PART OF A CONFERENCE ON PSYCHODYNAMIC PRINCIPLES AND THE SPEECH AND HEARING PATHOLOGIST HELD AT THE POSTGRADUATE CENTER FOR MENTAL HEALTH IN NEW YORK CITY ON MARCH 26, 1966.

ED040554 EC006090

PROCEEDINGS OF THE FIRST CONFERENCE ON PROFESSIONAL LABORATORY EXPERIENCES IN SPECIAL EDUCATION (NORMAL, ILLINOIS, MAY 9-10, 1969).

Anderson, Robert M., Comp. and Ed.

Illinois State Univ., Normal. Coll. of Education.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Pub Date Nov 69 Note-93p.

EDRS Price MF-$0.65 HC-$3.29

The proceedings include explanations of the conference's purpose in the student teaching program at Illinois State University. George Richmond considers the goals and objectives of that program and Cecilia Lauby discusses philosophy, theory, and principles of supervision. Group discussions are reported regarding mentally, physically, visually, and aurally handicapped children as well as those with speech problems, social and emotional maladjustment, and learning disabilities. A student panel on student teaching is summarized and an evaluation of the conference is provided. (JD)

ED041425 EC006084

PROCEEDINGS OF THE INSTITUTE ON INTERVENTION TECHNIQUES FOR SPECIAL CLASS TEACHERS OF EMOTIONALLY HANDICAPPED AND BRAIN INJURED CHILDREN, NOVEMBER 24-26, 1969.

State Univ. of New York, Albany. State Educational Dept.

Pub Date Nov 69 Note-94p.

EDRS Price MF-$0.65 HC-$3.29

The proceedings report papers, discussions, and other institute activities. Included are papers by Bonnie Kirkham on the classroom observation, via film, of emotionally disturbed children; Pearl Breslow on the translation of clinical findings into everyday classroom planning; and Gerri Bradley on the role of language and language therapy in the education of the handicapped. Summaries are given of Carl Fenichel's papers on the evolution of the League School for Seriously Disturbed Children in New York City, the fading lines between emotionally disturbed and neurologically impaired, and teaching disturbed children. Also reported are a question and answer session, demonstrations of the overhead projector and the language master, and evaluation of the institute. Suggested instructional materials and equipment are listed, and a format for teacher reports is appended. (JD)

ED059560 EC041328

PROFESSIONAL PREPARATION FOR EDUCATORS OF CRIPPLED CHILDREN - REPORT OF A SPECIAL STUDY INSTITUTE (WEST POINT, NEW YORK, DECEMBER 9-12, 1970).

Connor, Frances P., Ed.; And Others

Columbia Univ., New York, N.Y. Teachers College.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 70 Note-172p.

EDRS Price MF-$0.65 HC-$6.58

The proceedings of the institute on professional preparation for educators of crippled and other health impaired (COHI) children focus on the following topics: definition of the child population, status of professional training (curriculum, practica, staff function), COHI teacher role, and training needs. Opinions expressed by participants prior to the institute via a questionnaire are also summarized, particularly as they concern status, problems, and trends in the field as related to population, teacher role, and professional training for both teachers and leadership personnel. Both prepared papers on the above topics and summaries of conference deliberations are included. (KW)

EJ017747 AA505759

AN AFFECTIVE CLIMATE FOR MENTALLY RETARDED CHILDREN

Giovino, Rosemarie; Thibault, Saint Maurice J Educ; 152; 2; 70-1 69 Dec

EJ017029 AA505757

AESTHETICS AND SPECIAL PROGRAMS

Incerto, Richard; and others J Educ; 152; 2; 66-9 69 Dec

Presented at the summer 1969 advanced seminar on Aesthetics in Education held at the Boston University School of Education. (EJS)

ED066857 EC042987

IMPROVING TEACHER SKILLS AT PUPIL ASSESSMENT.

Spons Agency-New York State Education Dept., Albany. Div. for Handicapped Children.; New York State Education Dept., Albany. Special Education Instructional Materials Center.

Pub Date May 72 Note—260p.; Proceedings of Special Study Institute, May 3-5, 1972, Binghamton, New York

EDRS Price MF-$0.65 HC-$9.87

Presented are 14 papers from an institute intended to provide teachers with exposure to various methods of pupil assessment and materials to use once a student profile is developed. Papers generally include an outline of the topic discussed followed by samples of the instructional materials presented. An overview of an itinerant learning disabilities training and service model points out that a key feature of the program is a materials retrieval system. Assessing and training perceptual motor processes and perceptual materials and techniques are then discussed. Formal and informal testing for oral and silent reading is covered, followed by explanation of the writing of instructional behavioral objectives. Explanation of mathematics instructional materials and techniques precedes coverage of prescription process and prescription writing and a short paper on administration and scoring of an informal skills tests. A lengthy paper then provides instructions for parents to implement behavior modification programs with their children. The next topic is instructional material and teaching techniques, especially in relationship to reading, which is followed by short papers on Q sort, using readability measures, participant administration of an informal skill test, and task analysis, respectively. (CB)

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 09829

Development of leadership personnel in visually handicapped.

Ashcroft, S. C.; Harley, R. K.; Hart, V.

George Peabody Coll. for Teachers, Nashville, Tenn.

Education for the Visually Handicapped 1971 Dec Vol. 3(4) 109-110

Reports topics discussed and general views expressed at a short-term study institute. The need for programs at the advanced graduate level to develop well-qualified professionals is stressed. Special accreditation procedures are not recommended. 6 follow-up steps worth examining are outlined: (a) teacher education programs at the undergraduate and master's degree levels, (b) a study of personnel needs, (c) development of cross-category short-term study institutes, (d) cooperative programmatic research, (e) interinstitutional staff exchanges, and (f) use of program consultant teams.

NEW DIMENSIONS IN TRAINING REHABILITATION FACILITY PERSONNEL. SPECIAL REPORT 1.

Rehabilitation Services Administration (DHEW), Washington, D.C.

Report No.—DHEW-SRS-73-25038

Pub Date 16 Jul 72 Note—34p.; Papers presented at the Annual Conference (3rd) of the International Association of Rehabilitation Facilities, Chicago, May 7-10, 1972

Available from—Division of Service Systems, Rehabilitation Services Administration, Social and Rehabilitation Service, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20201

EDRS Price MF-$0.65 HC-$3.29

Rehabilitation facility personnel are those persons who design programs and facilities for the occupational or educational rehabilitation of persons with physical disabilities. New directions in the training of rehabilitation facility personnel should stress innovative or experimental approaches of a variety of types at the undergraduate level. Among these approaches, three are given consideration in this paper. Part I discusses the recognition and understanding of the importance of integrity groups and the strength obtained from peer groups in the habilitation and rehabilitation of the severely disabled from poverty areas, addictive categories, spinal cord injuries, deafness, and blindness, with special reference to the younger disabled on junior high school levels. Part II discusses the use of the workshop or center as an appropriate environment and an essential partner of the campus and the university or college with whom it has signed an agreement. Part III takes into consideration responsiveness to multiple approaches to the education and training of rehabilitation facility personnel such as classroom instruction, orientation of university and college faculty to the rehabilitation process, fieldwork or clinical experiences, research undertakings, and the orientation of business and industry to responsibility in educational involvement with the placement process. (Author/HS)

PERSONNEL UTILIZATION

Needs, Administration, Evaluation, and Role Satisfaction

General 225

Special Personnel Roles 232

ED083765 EC060316

SPECIAL EDUCATION MANAGEMENT SYSTEM PROJECT DOCUMENT. 1. THE PROJECT.

Santa Cruz County Superintendent of Schools, Calif.

Pub Date 29 Jun 73 Note-32p.

EDRS Price MF-$0.65 HC-$3.29

The report of a 3-year project in Santa Cruz, California to develop guidelines for determination of special education program funding levels is presented. The project has resulted in the Santa Cruz Behavioral Characteristics Progression (BCP) which aids the teacher in pupil assessment and the Santa Cruz Task Base Composite (TBC) which helps the administrator describe and relate staff tasks to pupil behavioral objectives. The BCP is reported to be the basis for diagnostic and remedial efforts replacing conventional labeling practices and to serve as an assessment, instructional, and communication tool. The BCP chart is grouped into categories referred to as behavioral strands and is reported to have been used with approximately 1700 students. The TBC is explained to serve as an assessment, planning, and communication tool for staffing and administrative decisions. Approximately 700 progressive tasks, defined as activities of a program staff member, are arranged in chart form in the TBC which has been field tested in Santa Cruz County. (For additional information see EC 060 317, EC 060 318, and EC 060 319.) (DB)

ED083766 EC060317

SPECIAL EDUCATION MANAGEMENT SYSTEM PROJECT DOCUMENT. 2. SANTA CRUZ BCP OBSERVATION BOOKLET.

Santa Cruz County Superintendent of Schools, Calif.

Pub Date 73 Note-218p.; Including three Behavioral Characteristics Progression Charts

EDRS Price MF-$0.65 HC-$9.87

Presented in booklet and chart form is the Behavioral Characteristics Progression (BCP), part of the Santa Cruz Special Education Management Project, consisting of 2400 observable traits grouped into 50 behavioral strands. The BCP is seen to be a nonstandardized criterion referenced tool which replaces conventional age and disability labels with observed attainment on the progressive behavioral objectives. The reverse side of the chart details procedures for teacher use of the BCP which include preliminary preparation, observation and recording, determination of instructional objectives, and continued charting during instruction. The following behavioral strands are included: health, attendance/promptness, feeding/eating, drinking, toileting, grooming, dressing, undressing, nasal hygiene, oral hygiene, self-identification, sensory perception, auditory perception, visual motor, gross motor, pre-articulation, articulation, language comprehension, language development, listening, adaptive behaviors, impulse control, interpersonal relations, personal welfare, self-confidence, honesty, social speech, attention span, task completion, reading, practical math, spelling, reasoning, music and rhythms, art and crafts, prevocational skills, kitchen skills, homemaking skills, outdoor skills, sign language, fingerspelling, orientation, and mobility. (For additional information see EC 060 316, EC 060 318, and EC 060 319.) (DB)

ED083767 EC060318

SPECIAL EDUCATION MANAGEMENT SYSTEM PROJECT DOCUMENT. 3. SANTA CRUZ TBC PROCEDURES.

Santa Cruz County Superintendent of Schools, Calif.

Pub Date 73 Note—57p.; Including Task Base Composite Chart

EDRS Price MF-$0.65 HC-$3.29

Presented in chart form with accompanying booklet is the Task Base Composite (TBC), part of the Santa Cruz Special Education Management System Project, which lists 700 staff tasks to aid in the administrative determination of personnel needs, deployment, and program costs. Listed tasks are either "Learner Line" (tasks directly involving or affecting the pupil), preceding tasks (tasks generally completed before Learner Line tasks), and succeeding tasks (tasks generally completed after the Learner Line tasks). Procedures for use of the TBC are outlined including the determination of which staff position should implement each task. The TBC task numbers are correlated with position description sheets listing job responsibilities. Examples are given for developing task time estimates, useful for determination of personnel needs and program cost. The TBC is intended to be used in conjunction with the Behavioral Characteristics Progression chart. (For additional information see EC 060 316, EC 060 317, and EC 060 319.) (DB)

ED083768 EC060319

SPECIAL EDUCATION MANAGEMENT SYSTEM PROJECT DOCUMENT. 4. APPENDIX.

Santa Cruz County Superintendent of Schools, Calif.

Pub Date 73 Note—88p.

EDRS Price MF-$0.65 HC-$3.29

The appendix to the report of the Santa Cruz Special Education Management System contains an article on labeling; a list of consultants; sample job descriptions and catalyst cards; a list of assessment tools used to develop the Behavioral Characteristics Progression (BCP); and a bibliography. The article notes limitations imposed by conventional systems of labeling by age and degree of disability and recommends the use of a listing of behavioral characteristics to aid in the education of the exceptional or normal child. Listed separately are the consultants for the BCP program and the consultants for the Task Base Composite project. Sample job descriptions are provided for teachers of the orthopedically handicapped, administrators of juvenile halls, and teachers of the trainable mentally handicapped. Sample catalyst cards give suggested activities correlated with the BCP strands, appropriateness with various sized groups, approximate time required, and materials. Approximately 100 measures are listed, including tests, curriculum guides and developmental charts used to develop the BCP. The bibliography gives approximately 325 references. (For additional information see EC 060 316 through EC 060 318.) (DB)

EJ021507 EC501269

TRENDS AND ISSUES IN SPECIAL EDUCATION FOR THE MENTALLY RETARDED

Roos, Philip Educ Training Ment Retarded; 5; 2; 51-61 Apr,'70

EJ081281 EC051630

ISSUES AND TRENDS IN SPECIAL EDUCATION

MacMillan, Donald L. Mental Retardation; 11; 2; 3-8 Apr 73

EJ063363 EC042789

A SHIFT IN EMPHASIS IN PROGRAMING FOR HANDICAPPED CHILDREN

Hafner, Donroy Exceptional Children; 39; 1; 59-60 Sep 72

The short article describes the Shift of Emphasis Project in Texas, which is explained to be developed and funded by the Bureau for Educational Personnel Development, Special Education, U.S. Office of Education. (CB)

ED082397 EC052567

ADMINISTRATORS' GUIDE, PROGRAMS FOR EXCEPTIONAL CHILDREN 1973-74.

Arizona State Dept. of Education, Phoenix. Div. of Special Education.

Pub Date 73 Note-62p.

EDRS Price MF-$0.65 HC-$3.29

The Administrator's Guide to programs for exceptional children reviews administrative procedures, discusses program organization, examines 11 handicapping categories, gives in full the state law mandating special educational programs for handicapped children, notes certification requirements for 12 professional certificates, and provides samples of special education forms. Topics considered under administrative procedures include funding, screening, documentation, placement, and contracting with public or private agencies. Program organization is discussed in such terms as student grouping, the work experience program, and resource programs. Usually given for a handicapping condition is a definition, screening information, evaluation, annual review of placement, and an administrative checklist. Certification requirements for professions such as the general special educator, school psychometrist, and speech and hearing clinician are listed. Sample forms include the annual application for approval of special education programs, placement statement, review of placement, and application for private school enrollment. (DB)

ED024158# EC001022

ADMINISTERING CLASSES FOR THE RETARDED: WHAT KINDS OF SUPERVISORS ARE NEEDED?

Baumgartner, Bernice B.; Lynch, Katherine D.

Pub Date 67 Note-192p.

Available from-The John Day Company, Inc., 62 West 45th Street, New York, New York 10036 ($3.95).

Document Not Available from EDRS.

Written chiefly for a wide variety of specialists who have responsibility for special educational provisions for mentally retarded pupils, the book also is intended for general school and special education administration courses. Each chapter starts with a set of guiding principles, followed by expanded examples, and concludes with a summary which highlights the substance of the chapter. The topics which are explored include a program design for continuity; identification and characteristics of the mentally retarded; the teacher as basis for an effective curriculum; the role of the principal and of the special education supervisor; the school environment, including the physical plant, supplies, and equipment; inservice education for teachers; parent education; vocational counseling; and community planning, programs, and projects. Listings are provided of 120 references, 19 films (with annotations), and 12 publishers' books for elementary and secondary classes. Appendixes present cumulative records, special forms for administrators' use, and special teacher prepared materials. (DF)

ED028582 EC003904

THE ROLE OF RESOURCE CONSULTANT IN SPECIAL EDUCATION.

Blessing, Kenneth R., Ed.

Council for Exceptional Children, Washington, D.C.

Pub Date 68 Note-131p.

Available from-The Council for Exceptional Children, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (HC $3.50 paper; $4.95 cloth).

EDRS Price MF-$0.65 HC Not Available from EDRS.

After an overview by Kenneth R. Blessing, eight positional papers consider the role of the resource consultant in various areas of special education and discuss the current and envision the future consultant role. Lou Alonso and Charles E. Henley treat the area of the visually impaired; Hazel Bothwell, the hearing impaired; Peter Knoblock, the emotionally disturbed; Grace J. Warfield, the mentally handicapped; June Bigge, the physically handicapped; and Ruth A. Martinson, the gifted. Also discussed are the state consultant in speech correction and the consultant for children with learning disabilities. Profiles of the contributors are provided. (JD)

EJ063357 EC042780

NORMATIVE STUDY OF THE ADMINISTRATIVE POSITION IN SPECIAL EDUCATION

Marro, Thomas David; Kohl, John W. Exceptional Children; 39; 1; 5-13 Sep 72

EJ053085 EC041154

LEADERSHIP ROLES OF WIVES OF SUPERINTENDENTS

Cleland, Mrs. Charles; And Others Mental Retardation; 10; 1; 3-16 Feb 72

Examined was the leadership role of wives of superintendents of institutions for the mentally handicapped. (CB)

ED082421 EC052699

A SURVEY OF PROFESSIONAL NEEDS IN SPECIAL EDUCATION FOR NORTHEASTERN OHIO.

Pascale, Pietro J.; Murray, Joseph

Pub Date .73. Note-39p.

EDRS Price MF-$0.65 HC-$3.29

Seventy-five teachers working in the area of special education and learning disabilities were administered a 112 item questionnaire concerning instructional and program needs, Participants were from Northeastern Ohio representing the cities of Youngstown, Akron, Kent, and several suburban districts. Also evaluated was a summer workshop attended by the participants. The greatest need expressed was in the area of managing unacceptable behavior. Teachers from all three cities approved of inservice modes such as lecture with demonstration, demonstration by expert, and work session with children. Teachers reported a preference for moderate personal active involvement in inservice teacher training programs. The questionnaire covered topics such as demographic data, expressed needs in general and instructional categories, expressed needs in content areas, endorsement of specific methods of presenting inservice training, and evaluation of content and presentation of workshop material (DB)

ED056426 EC040372

TEACHER'S PERCEIVED INSTRUCTIONAL NEEDS IN THE NORTHWEST REGION.

Lilly, M. Stephen; Kelleher, John

Oregon Univ., Eugene. Northwest Regional Special Education Instructional Materials Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.-RR-6

Pub Date Jul 71 Note—155p.

EDRS Price MF-$0.65 HC-$6.58

A survey was conducted to determine teachers' perceived needs in direct instruction and related professional activities and to determine teachers' familiarity with 14 sets of instructional materials, which were said to represent materials available through Special Education Instructional Materials Centers (SEIMC). Data indicated consistency of findings across states, teaching categories, and teaching levels. It was found that in general, teachers' major problems centered in direct instruction, not pupil characteristics, professional relationships, classroom arrangement and management, or psychological information. Curricular areas of greatest difficulty were said to be social studies, language arts, seatwork, and science. Data indicated that teachers consistently had problems finding instructional materials and student activities. It was also found that special education teachers knew only three of the 14 materials presented: Peabody Language Development Kits, Frostig Program for Development of Visual Perception, and Readers' Digest Skill Builders. Regular teachers knew only of the Readers' Digest Skill Builders. Teacher needs for audio-visual materials seemed to have been met. Implications from the study centered on the SEIMC's need to educate and familiarize teachers with the broad range of instructional materials available in the centers. (CB)

ED041420 EC006[illegible]03

MANPOWER AN[illegible]ENTAL RETARDATION: AN EXPLORATION OF THE ISSUES. PROCEEDINGS [illegible]HE BANFF INTERNATIONAL CONFERENCE (BANFF, ALBERTA, CANADA, JUNE [illegible] 1969).

Cohen, Jul[illegible] Ed.

President's [illegible]tee on Mental Retardation, Washington, D.C.

Pub Date 69 [illegible]-92p.

EDRS Price MF-[illegible].65 HC-$3.29

Presented are the proceedings of the 1969 Banff International Conference on Manpower in Mental Retardation. The opening and keynote addresses discuss utilization of personnel, estimating manpower shortages, sources of more personnel, and means of obtaining more effective recruiting and more productive field personnel. An introductory statement and discussion highlights are recorded for each of the following areas: problems in training program development, training basic and supportive personnel, and international and interuniversity relationships. A summary discussion and list of conference invitees are included. (KW)

EJ079640 EC051525

EDUCATION OF SECONDARY PERSONNEL: ASSUMPTIONS AND PRELIMINARY DATA

Clark, Gary M.; Oliverson, Barbara S. Exceptional Children; 39; 7; 541-6 Apr 73

Administrators of mental retardation programs in 50 state departments of education (47 responded) were surveyed to obtain data on manpower needs of secondary level special education programs, certification requirements, teacher education programs for elementary and secondary level personnel, priorities in teacher education, and the extent of mandated special education legislation. (Author/GW)

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 09871
Learning pathways.
Calhoon, James R.
U. Georgia
Education for the visually handicapped 1971 Dec Vol. 3(4) 106-108
Discusses the fact that teachers of the sensory handicapped tend to have least knowledge about their students' information-gathering pathways. Teachers learn about the impaired sense and teach through the intact ones. It is noted that information exchanges between teachers of the deaf and of the blind would be beneficial. Educational implications are discussed.

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 12029
The ability of mentally retarded youth to evaluate teacher effectiveness as compared with self-inventories and supervisory evaluations.
Obringer, Stephen J.
Mississippi state U.
Dissertation Abstracts International 1973 Jan Vol. 33(7-A) 3883

EJ053096 EC041165
ANALYSIS OF INSTITUTIONAL STAFF BEHAVIOR
Keith, Kenneth D. Mental Retardation: 10; 1; 44-5 Feb 72
Discussed briefly is the need for a better means of evaluating mental institutional personnel behavior. (CB)

DOC YEAR: 1972 VOL NO: 47 ABSTRACT NO: 01423
JUDGING CLINICIAN BEHAVIOR IN SPEECH PATHOLOGY.
NICKLES, ALEKI C.
OHIO STATE U.
DISSERTATION ABSTRACTS INTERNATIONAL 1971, JUN, VOL. 31(12-B), 7669.

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 10089
A study of the relationship of certain personality and situational variables to job satisfaction in regular elementary teachers and elementary level teachers of the educable mentally retarded in second class school districts in Michigan.
Urban, Stanley J.
Michigan State U.
Dissertation Abstracts International 1972 Dec Vol. 33(6-A) 2794-2795

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 11317
The job satisfactions of individuals working with the mentally retarded.
Sarata, Brian P.
Yale U.
Dissertation Abstracts International 1973 Jan Vol. 33(7-B) 3324

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 03744
Job satisfaction among paraprofessionals in a multi-county program for handicapped children.
Ezzard, Ruth A.
U. Georgia
Dissertation Abstracts International 1973 Mar Vol. 33(9-A) 4979-4980

EJ048232 EC040649
TASK PRIORITY DISSONANCE BETWEEN DOERS AND DIRECTORS
Overbeck, Dan; Overbeck, Betty Training School Bulletin; 68; 3; 159-63 Nov 71

Administrators and charge attendants in an institution for the mentally retarded were questioned on task priorities. (KW)

EJ007989 EC500473
ATTENDANTS' VIEWS OF CAUSES FOR SHORT-TERM EMPLOYMENT AT AN INSTITUTION FOR THE MENTALLY RETARDED
Singe, H. Ronald; Bowman, Thomas F. Ment Retardation; 7; 4; 28-30 69 Aug

ED072583 EC051032
COUNSELORS IN SPECIAL EDUCATION.
Doyle, William C.
Pub Date .72. Note-25p.
EDRS Price MF-$0.65 HC-$3.29

The functions of special education counselors were ranked in order of decreasing importance by educators in public schools throughout Texas. Questionnaires were mailed to 198 educators in 25 school districts; 79% of the subjects participated. Participating were 45 special education counselors, 19 directors of special education, 50 principals involved with special education counselors, and 43 experienced special education teachers. Median rankings and extension of the median tests (chi squares calculated) were used to evaluate the rankings. Overall general categories of counselor functions were ranked as follows: student counseling; student appraisal; consulting and counseling with parents; consulting with school staff members, and planning and development (both ranked as equally important); educational and occupational planning; public relations; and research and evaluation. (Author)

ED065956 EC042796
FUNCTIONS OF SPECIAL EDUCATION COUNSELORS.
Doyle, William C.
Pub Date .71. Note-13p.
EDRS Price MF-$0.65 HC-$3.29

Surveyed were functions of special education counselors in Texas as viewed by special education counselors, directors of special education, school principals, and special education teachers. Questionnaires were sent to 215 educators, with 85% of the subjects from 25 school districts participating in the study. Participating were 52 special education counselors, 24 directors of special education, 61 principals, and 46 special education teachers. Medians and chi squares were used to evaluate the ratings (from 0, as undesirable, to 5, as essential) of 88 questionnaire items. Results showed that a majority of the counselor functions were rated 4, as desirable. Also, 143 differences were reported to have been found in the 679 chi squares. Low ratings were found to have been assigned to sponsoring student organizations, conducting play therapy, planning field trips, keeping attendance records, sponsoring clubs, and counseling teachers. (CB)

EJ044351 EC033247
CLEARINGHOUSE: THE SPECIAL EDUCATION COUNSELOR: A NEW ROLE
Hansen, Carl E. Exceptional Children; 38; 1; 69-70 Sep 71

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 12558

SOCIAL MOBILITY PATTERNS AND OTHER CHARACTERISTICS OF REHABILITATION COUNSELORS.

JAQUES, MARCELINE E.; LINKOWSKI, DONALD C.
STATE U. NEW YORK, BUFFALO
JOURNAL OF COUNSELING PSYCHOLOGY 1968 , 15(3), 245-249.

COMPARED 3 NATIONAL SAMPLES OF REHABILITATION COUNSELORS TO EXAMINE CHANGES IN COUNSELOR CHARACTERISTICS BETWEEN 1957-1965. REHABILITATION COUNSELING SEEMS TO HAVE PROVIDED AN AVENUE FOR UPWARD SOCIAL MOBILITY. LESS VERTICAL AND MORE HORIZONTAL MOVEMENT WERE FOUND IN THE 1965 DATA. SIGNIFICANTLY MORE WOMEN WERE EMPLOYED IN 1965. THERE WERE NO DIFFERENCES IN THE NUMBER OF PERSONS WITH A DISABILITY USED IN THE 3 SAMPLES. USING WORK SETTING AS A CONTROL, NO CHANGES IN THESE CHARACTERISTICS WERE FOUND FOR COUNSELORS IN VETERANS ADMINISTRATION SETTINGS. MORE WOMEN AND LESS SOCIAL MOBILITY WERE CHARACTERISTIC OF COUNSELORS IN THE DIVISION OF VOCATIONAL REHABILITATION SETTING IN 1965.

DOC YEAR: 1971 VOL NO: 46 ABSTRACT NO: 01607

A methodological investigation of the ''minimally facilitative level of interpersonal functioning.''

Anthony, William A.
Southern Illinois U.
Journal of Clinical Psychology 1971, Jan, Vol. 27(1), 156-157

13 counselors were cast in the helping role with a physically disabled client for approximately 35-40 min. The high facilitative counselors were favored for the client's depth of self-exploration, the counselor's level of immediacy after confrontation by the client, the counselor's use of experimental confrontation, and the counselor's attitude toward disabled persons score. It is suggested that distinction must be made between high and moderate counselors and that Level 3 is a behaviorally meaningful cutoff score.

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 07866

Psychological evaluation of exceptional children: Old hangups and new directions.

Keogh, Barbara K.
U. California, Los Angeles
Journal of School Psychology 1972 Jun Vol. 10(2) 141-145

Suggests that the school psychologist can uniquely contribute to psychoeducational evaluation through differential diagnoses, therapeutic planning, and strategies for implementation of findings. The special educator, however, often considers the psychologist's contribution to be a mere confirmation of, rather than insight into, the child's problem. Lack of force of the school psychologist's diagnostic efforts is discussed and attributed to: (a) restriction to a few standardized instruments which provide quantitative rather than functional interpretations; (b) a child-oriented assessment, neglecting task and situational conditions which interact to influence learning and performance; and (c) specification of deficiencies and documentation of past and present inadequacies rather than consideration of the abilities and potentials with which the child might achieve success. It is concluded that the clinical model, emphasizing maladaptive behavior and development, has been appropriate for traditional special education classes but not for those today which are investigating ways for the exceptional child to function in regular school settings. (21 ref.)

DOC YEAR: 1972 VOL NO: 47 ABSTRACT NO: 07622
SCHOOL PSYCHOLOGY AS ''INSTITUTIONAL PSYCHIATRY.''
BERSOFF, DONALD N.
OHIO STATE U.
PROFESSIONAL PSYCHOLOGY 1971, SUM, VOL. 2(3), 266-270
COMPARES SOME PRACTICES OF SCHOOL PSYCHOLOGISTS AND T. SZASZ'S DESCRIPTION OF ''INSTITUTIONAL PSYCHIATRY.'' SPECIFIC ISSUES DISCUSSED ARE: (A) THE SCHOOL PSYCHOLOGIST AS THE ''AGENT'' OF THE SCHOOL SYSTEM; (B) THE EVALUATION OF CHILDREN WITHOUT INFORMING THEM OF THE PURPOSE OF TESTING OR THE WAYS IN WHICH INFORMATION THEY REVEAL WILL BE USED; (C) THE DANGERS OF LABELING CHILDREN AS ''NEUROLOGICALLY HANDICAPPED'' WITHOUT PRIMARY EVIDENCE; AND (D) INVOLUNTARY REMOVAL OF CHILDREN FROM REGULAR TO ''SPECIAL'' CLASSES.

DOC YEAR: 1972 VOL NO: 47 ABSTRACT NO: 09669
A FOCUS ON REMEDIATION IN SCHOOL PSYCHOLOGY.
BLANCO, RALPH F.
TEMPLE U.
JOURNAL OF SCHOOL PSYCHOLOGY 1971, VOL. 9(3), 261-277
SCHOOL PSYCHOLOGISTS SOMETIMES SUFFER FROM A REMEDIABLE PECULIARITY: THEY POSSESS CONSIDERABLE SKILL IN DIAGNOSIS, BUT TOO OFTEN HAVE A PAUCITY OF TREATMENT PLANS FOR EXCEPTIONAL CHILDREN. IT WAS NOT KNOWN WHAT RECOMMENDATIONS WERE BEING OFFERED BY SCHOOL PSYCHOLOGISTS TO THE TEACHERS AND PARENTS OF HANDICAPPED CHILDREN. THROUGH A GRANT, THE INVESTIGATOR COMPLETED A DIVISION 16-WIDE RESEARCH SURVEY RESPONDED TO BY 146 PSYCHOLOGISTS, AND RECEIVED 3,700 PSYCHOEDUCATIONAL RECOMMENDATIONS TO AID SUCH CHILDREN. THE CONCEPTS WERE CLASSIFIED, EDITED, AND COMPILED INTO A MANUAL FOR TRAINEES AND EXPERIENCED PROFESSIONALS. THE SURVEY'S RATIONALE, METHODOLOGY, AND RESULTS ARE BRIEFLY DISCUSSED. (22 REF.)

EJ071535 EC050647
PSYCHOLOGISTS AS MR ADMINISTRATORS
Bindman, Arthur J. Mental Retardation; 10; 6; 12-13 Dec 72

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 05419
Psychiatry and the school.
LaVietes, Ruth L.
New York Medical Coll., N.Y.
In A. M. Freedman & H. I. Kaplan (Eds.), The child: His psychological and cultural development: II. The major psychological disorders and their treatment. New York, N.Y.:Atheneum, 1972. xiii, 417 p. 4.95 (paper)
Discusses the role of the school psychiatrist in detecting, preventing, and treating emotional disturbance. Psychiatric disorders related to school are outlined, and the special requirements of culturally deprived and of emotionally disturbed children are stressed. (15 ref.)

EJ051936 EC041088
A SURVEY OF U.A.F.'S REGARDING THE ROLE AND TRAINING OF CLINICAL PSYCHOLOGISTS IN MR
Forehand, Rex; Gordon, Donald A. Mental Retardation; 9; 6; 22-5 Dec 71
Psychology program directors of University Affiliated Facilities were surveyed via questionnaire regarding the role and training of clinical psychologists in the field of mental retardation. (KW)

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 08730
The psychologist in the spinal cord injury center.
Asch, Morton J.
Veterans Administration Hosp., Martinez, Calif.
Psychological Aspects of Disability 1970, Jul, Vol. 17(2), 79–82

A questionnaire survey of 7 Veterans Administration Spinal Cord Injury Centers in 1969 indicated that the activities of psychologists have not changed significantly since a similar survey was completed in 1963 by M. J. Asch. Crucial patient problems, as perceived by psychologists, also changed little except for an increase in concern for vocational problems and a concomitant decrease in regular, gainful employment.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 01174
The junior medical student as diagnostician of the family of an emotionally disturbed child.
Roeske, Nancy A.
Indiana U., Medical School, Riley Child Guidance Clinic
Journal of Medical Education 1972 Jan Vol. 47(1) 51–56

Describes in detail a 12 hr/wk, 12-mo course in which medical student teams, under close supervision, evaluate an emotionally disturbed child, his family, and their interaction and make recommendations to the family.

DOC YEAR: 1972 VOL NO: 47 ABSTRACT NO: 05652
BRAIN-INJURED CHILDREN AND THE SCHOOL NURSE.
HAVERKAMP, LEONA J.
CEDAR RAPIDS COMMUNITY SCHOOLS, IA.
JOURNAL OF SCHOOL HEALTH 1970, MAY, VOL. 40(5), 228–235

A CASE IS MADE FOR GREATER PARTICIPATION OF THE SCHOOL NURSE IN THE EDUCATIONAL PLANNING OF BRAIN-INJURED CHILDREN.

EJ002999 CG500776
THE SCHOOL NURSE ON A CAMP-OUT WITH THE EDUCABLE MENTALLY RETARDED
Duncan, Doris J Sch Health; 39; 8; 563–566 69 Oct

ED064817 EC042349

STUDENT AIDES FOR HANDICAPPED COLLEGE STUDENTS. FINAL REPORT AND MANUAL.

Urie, Robert M.; And Others

Saint Andrews Presbyterian Coll., Laurinburg, N.C.

Spons Agency-Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Pub Date Jul 71 Note-171p.

EDRS Price MF-$0.65 HC-$6.58

The stated purpose of the project was to demonstrate that the use of student aides to assist selected physically handicapped students in the college setting, in conjunction with special physical facilities and individual counseling sessions for both the physically handicapped and the student aides, would result in a more satisfactory academic, physical, psychological, social, and vocational adjustment for both groups than would have otherwise been expected. The first part of the report presented the overall study, while the second part consisted of a manual for student aides and administrators of similar programs. The sample consisted of 29 male handicapped, 32 male aides, 33 female handicapped, and 72 female aides. Results showed that participants, when compared to general college students at the college, made better academic records and had a lower attrition rate. Most participants were reported to have found meaningful vocational placement which was related to their measured vocational interest profiles. It was concluded that student aides appeared to make a positive contribution to the total educational process for physically handicapped students, and that the aide role had no negative effects on the aides' own progress. (CB/Author)

EJ063386 EC042855

FLEXIBILITY IN GETTING PARENTS INVOLVED IN THE SCHOOL

Karnes, Merle B.; Zehrbach, R. Reid Teaching Exceptional Children; 5; 1; 6-19 F 72

Examines various means by which teachers of handicapped children can improve the educational programs by involving the parents meaningfully in the program. (Author/CB)

EJ058082 AA512394

AN INTERDISCIPLINARY PROGRAM FOR RETARDED CHILDREN AND THEIR FAMILIES

McKibbin, Elsie H. American Journal of Occupational Therapy; 26; 3; 125-9 Apr 72

By enlisting the parent as a co-worker, being cognizant of strengths, human feelings, and imperfections, and encouraging open communication, professionals can better serve parents and their handicapped children. (Author)

DOC YEAR: 1971 VOL NO: 46 ABSTRACT NO: 01639

A study of the influence of wife-as-therapist on language progress with adult male dysphasics.

Borghi, Robert W.

U. Southern California

Dissertation Abstracts International 1970, Nov, Vol. 31(5-B), 3053.

DOC YEAR: 1971 VOL NO: 46 ABSTRACT NO: 06948

The role of the para-professional: Present and future.

Salamone, Paul R.

Syracuse U.

Rehabilitation Research & Practice Review 1970, Fal, Vol. 1(4), 1-4

Considered the role of the paraprofessional in public rehabilitation agencies. Most rehabilitation leaders agree that there are needs in this field, and many disabled, psychiatrically handicapped, or culturally disadvantaged do not receive effective rehabilitation services. The counselor aide should not be equated with a clerical helper. He should be trained to perform tasks, e.g., case finding, screening, and interviews which are primarily information gathering. They should not perform tasks, e.g., vocational assessment, psychological testing, interpretation, or vocational and psychological counseling. Paraprofessionals in rehabilitation could act as liaison between clients and agency personnel. Pearl and Reissman suggested 2 functions: a healing function (role of listener), and service function (to cut red tape and obtain needed services for his clients). The paraprofessional should earn a respectable salary that grows from year to year; his job responsibilities should increase, but he should not be sidetracked into administrative or professional activities.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 09711

Paraprofessionals as psychotherapeutic agents with moderately disturbed children.

Vander Kolk, Charles J.

State U. New York, Counseling & Personnel Services, Albany

Psychology in the Schools 1973 Apr Vol. 10(2) 238-242

Studied the effects of paraprofessionals used as therapeutic agents with moderately disturbed elementary-school children on their self-esteem, classroom behavior, and therapy behavior. Ss were 44 children through 5th grade. The instruments were the Coopersmith Self-esteem Inventory and an experimentally designed teacher rating scale. Objective measures yielded no significant results but subjective reports of teacher aides suggested that Ss were helped.

EJ078492 CS705716

EMPLOYING PARAPROFESSIONAL TEACHERS IN A GROUP LANGUAGE TRAINING PROGRAM FOR SEVERELY AND PROFOUNDLY RETARDED CHILDREN

Phillips, Sheridan; And Others Perceptual and Motor Skills; 36; 2; 607-16 Apr 73

EJ021472 EC501223

UTILIZATION OF SUB-PROFESSIONAL PERSONNEL IN TEACHING LANGUAGE SKILLS TO MENTALLY RETARDED CHILDREN: AN INTERIM REPORT

Guess, Doug; And Others Ment Retardation; 8; 2; 17-23 Apr '70

EJ022465 EC501285

VOLUNTEER STUDENT "BEHAVIOR ENGINEERS": SHOULD THEY ATTEMPT TO ESTABLISH OR ELIMINATE TARGET BEHAVIORS?

Thorne, D. Eugene; Shinedling, Martin Ment Retardation; 8; 3; 9-12 Jun '70

EJ071629 EM503068

EXCEPTIONAL CHILDREN, UNEXCEPTIONAL GROWN-UPS, AND MEDIATED RESOURCES

Thiagarajan, Sivasailam Audiovisual Instruction; 18; 2; 21-22 Feb 73

A look at the technique of programed tutoring, which uses a nonprofessional adult tutor, as a method for teaching handicapped children. (AK)

ED032162 RC003600

FOUR CORNERS MENTAL RETARDATION PROJECT. THE TRAINING AND USE OF INDIGENOUS AIDES IN A SPARSELY POPULATED, ECONOMICALLY DEPRESSED REGION. FINAL REPORT.

Western Interstate Commission for Higher Education, Boulder, Colo.

Spons Agency-Arizona State Dept. of Health, Phoenix. Mental Retardation Section.

Pub Date 31 Jul 69 Note—96p.

EDRS Price MF-$0.65 HC-$3.29

The activities of the Four Corners Mental Retardation Project conducted by the Western Interstate Commission for Higher Education are described in this document. The purpose of the project was to enhance services for the mentally retarded in the Four Corners Area (Arizona, Colorado, New Mexico, and Utah) focusing on the mentally retarded in the minority groups in the area (48.3 percent of the residents are Indian and 8.2 percent Spanish surname). A directory of services available to the mentally retarded was developed. Ten indigenous residents (8 Indians and 2 Spanish surname) from different communities in the area were trained in the fundamentals of mental retardation to help identify mentally retarded individuals, assess their needs, and to aid in providing necessary services to meet the needs identified. These bilingual, multi-cultural staff members were able to communicate the complex concepts of mental retardation to their own people. Field work and activities, results of a survey of handicapped persons in the Four Corners Area, services needed, and program development are discussed and 30 recommendations are offered. The appendices include an interim report of the project, consultant's reports, lists of agencies contacted, and letters from State Advisory Board members. (SW)

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 11747

Observational study of ward staff behavior.

Harmatz, Morton G.

U. Massachusetts

Exceptional Children 1973 Apr Vol. 39(7) 554-558

Describes a behavioral observation procedure for the study of ward staff behavior in a fairly typical state school ward for young children with primary retardation and secondary physical disabilities. 2 Os recorded 60 different behaviors of the staff over a 3-wk period. Similar behaviors were grouped to obtain a final list of 10 behaviors. Data indicate that more than half of the ward personnel's time was spent on activities away from the children and, of the time spent with the children, most went toward nonsocial types of interactions. Time spent at nonchild related tasks, e.g., housekeeping, paperwork, tended to be more visible to superiors. It is suggested that child related behavioral goals be made highly visible and the staff be rewarded for accomplishment of those goals.

ED067796 EC050067
INTERNATIONAL LEAGUE OF SOCIETIES FOR THE MENTALLY HANDICAPPED: SYMPOSIUM ON VOLUNTEERS.
President's Committee on Mental Retardation, Washington, D.C.
Spons Agency-National Association for Retarded Children, Arlington, Tex. South Central Regional Office.; Social and Rehabilitation Service (DHEW), Washington, D.C.
Report No.-DHEW-OS-72-41
Pub Date 71 Note-37p.; Symposium on Volunteers, Philadelphia, October 18-22, 1971
EDRS Price MF-$0.65 HC-$3.29

Presented are six brief papers (three to five pages) from a symposium focusing on roles which volunteers can play for mentally retarded persons in terms of direct service, community leadership, and motivation of governments toward acceptance of responsibility. The papers examine the following issues: the roles of volunteers as innovators, coordinators of services and programs, expeditors, and advocates; volunteer youth organizations in the United States, Canada, and Sweden; leadership training programs for volunteers; the relationship between volunteers and professionals; the importance of social action to educate and mobilize the community; and the necessity of cooperative efforts with governmental agencies. The International League of Societies for the Mentally Handicapped is explained. Included is a declaration on the rights of mentally retarded persons. (GW)

EJ012191 EC500819
THE CHANGING ROLE OF VOLUNTEERS IN A RESIDENTIAL FACILITY FOR THE MENTALLY RETARDED
Ludtke, Roland H.; Elliott, Alberta Ment Retardation; 7; 6; 13-6 69 Dec

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 07805
Structure your volunteers.
Fredericks, H. Bud; Baldwin, Victor L.; Hanson, WayneFontana, Phyllis
Oregon State System of Higher Education, Monmouth
Education & Training of the Mentally Retarded 1972 Feb Vol. 7(1) 26-31
Presents a method which permits teachers to utilize volunteers to conduct programed instruction in either a preschool setting or other settings for severely handicapped children. A simplified method of teaching behavior modification methods is described as well as a method of providing programs for the volunteers to follow. The model has been successfully utilized in a number of classes for preschool multiple handicapped as well as trainable mentally retarded classes.

PERSONNEL UTILIZATION

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PROGRAM RELATED CONCERNS

Overviews

ED040531 EC005807

ODYSSEY: THE EXCEPTIONAL CHILD.

Magary, James F.

University of Southern California, Los Angeles. School of Education.

Pub Date .69. Note-169p.

Available from-University of Southern California Bookstore, University Park, Los Angeles, California 90007 ($5.00)

EDRS Price MF-$0.65 HC-$6.58

This guide to an introductory television course on exceptional children provides overviews of its 54 programs and lists critical vocabulary, required and suggested reading, and questions to consider during the reading and the telecasts. Various methods, programs, and exceptionalities are covered; articles by Laurence J. Peters on prescriptive teaching and by Harold M. Skeels on early childhood education of disadvantaged children are included; also included are a glossary and bibliographies of parent materials and standard textbooks on exceptional children. (JD)

ED077172 EC052038

A LEGACY OF SERVICE: A COMMITMENT TO EXCELLENCE. "EXCEPTIONAL CHILD EDUCATION: A DUMPING GROUND FOR ALL EDUCATIONAL FAILURES?"

McCarthy, Jeanne McRae

Florida State Dept. of Education, Tallahassee. Education for Exceptional Children Section.

Pub Date 72 Note-10p.; Reprint of A Speech presented at the Annual Convention, Florida Federation of the Council for Exceptional Children (25th, Jacksonville, Florida, February, 1972)

EDRS Price MF-$0.65 HC-$3.29

The last 25 years of special education has seen the pendulum swing from over confidence in special class placement to current efforts to mainstream handicapped children. Characteristic of children entering school is variation in ability and learning style. Some of the children will be referred to special education not because of extreme learning problems but because of poor teaching in the regular classroom. The teacher is the most important variable in the child's educational experience, and the teacher who can effectively individualize instruction will need to refer fewer children to the special educator. Public schools must take an active role in the teacher training process. Children must be protected from experienced teachers who suffer from sporadic mental health problems. Improved inservice training programs such as university credited courses are needed. Special educators should involve themselves with improving the diagnostic placement process, promoting a view of special education as an extension of regular class placement, and redefining handicapping conditions which require segregated classes. (DB)

ED073585 EC051237

SECOND DIMENSION: SPECIAL EDUCATION ADMINISTRATORS VIEW THE FIELD.

Nazzaro, Jean

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Jan 73 Note—19p.; Imprint, One of a Series of Special Interest Papers from the CEC Information Center

EDRS Price MF-$0.65 HC-$3.29

Reported were the results of a telephone interview survey of all the state directors of special education, the director of special education of the District of Columbia, and 40 administrators of local districts which considered topics such as current problems and issues, outstanding programs, personnel training, identification and diagnosis of children, and program evaluation. Seen as the most controversial issue was mainstreaming and the labeling or categorizing the disabilities. Effectiveness of programs was the area most frequently given to be of highest research priority. Finding well trained, competent staff was reported to be the most difficult problem of special education administrators. Approximately half of the state directors reported 50% or more of their exceptional children currently being served while six state directors thought that less than 25% were being served. Thirty-five state directors cited emotionally disturbed children as being the most difficult for which to program. (DB)

EJ012195 EC500823

HOW A BASIC DATA COLLECTION SYSTEM STIMULATES PERSONNEL AND PROGRAMS

Jacoby, George W.; Bonham, Roger D. Ment Retardation; 7; 6; 47-50 69 Dec

Based on a paper presented at a regional meeting of the American Association on Mental Deficiency (Springfield, Illinois, October 26, 1967). (RJ)

ED025878# EC003258

TEACHING THE EDUCABLE MENTALLY RETARDED.

Love, Harold D.

Pub Date 68 Note—314p.

Available from—McCutchan Publishing Corporation, 2526 Grove Street, Berkeley, California 94704.

Document Not Available from EDRS.

The text discusses the behavior, evaluation, and education of mentally retarded children. Harold D. Love presents an overview of the retarded, a description of intelligence and personality tests, and a historical survey of retardation; Virginia Cantrell reviews the educational philosophies and methods of Itard, Seguin, and Montessori. Shirley K. Henderson, Loreta Holder, and Mary K. Steward discuss curricular approaches emphasizing the integrated life experience, and curriculum and methodology for teaching reading, writing, spelling, arithmetic, physical education, music, and art. Also included are Love's paper on parental attitudes toward their retarded children and Philip C. Chin's on high school work-study programs for the educable retarded. (LE)

ED074662 EC051463
STANDARDS FOR PERSONNEL TRAINING IN MENTAL RETARDATION AND RELATED DEVELOPMENTAL HANDICAPS.
National Inst. on Mental Retardation, Toronto (Ontario).
Spons Agency-Canadian Association for the Mentally Retarded, Toronto (Ontario).; Canadian Dept. of National Health and Welfare, Ottawa (Ontario).
Pub Date Feb 73 Note-36p.
EDRS Price MF-$0.65 HC-$3.29

Presented are the Canadian national standards for programs training Level I and Level II personnel to work with mentally and developmentally handicapped children and adults within the community. Stressed are the principle of normalization and the prevention of institutionalization as part of the long range plan to develop comprehensive community service systems across Canada. Twelve major terms used in the document such as normalization are defined. Outlined are entrance requirements to Level I and Level II programs, organization of programs, and course credits. Minimum competencies of Level I graduates are listed such as an understanding of the principle of normalization and the performance of basic daily routines. Both academic instruction and applied training are included in the 1 year program. Level II graduates are required to have additional competencies in areas such as behavior modification and in an area of specialization. An additional year of academic and applied training comprise the Level II program. Program registration and upgrading procedures are given. Included among the appendixes are addresses of regional chairmen and the complete application for program registration. (DB)

EJ018614 EC501134
A CRITICAL EXAMINATION OF SPECIAL EDUCATION PROGRAMS
Christoplos, Florence; Renz, Paul J Spec Educ; 3; 4; 371-9 69 W

EJ076308 EC051334
TO EDUCATE OR TO TRAIN?
Egg, Maria Slow Learning Child; 19; 3; 175-8 Nov 72

It is argued that programs for the mentally handicapped must combine both training and teaching if they are to be truly educational. (GW)

EJ071537 EC050649
THE HISTORICAL COLLECTIONS OF THE AAMD: A REVIEW AND AN APPEAL
Doll, Eugene Mental Retardation; 10; 6; 16-19 Dec 72

EJ002244 AA500946
THEY'RE SHARING SOMETHING SPECIAL
Park, Jenne S. Amer Educ; 5; 3; 23-25 69 Mar

EJ017238 EC501089
THE EFFECT OF A PARTTIME SPECIAL EDUCATION PROGRAM ON THE ADJUSTMENT OF EMR STUDENTS
Flynn, Tim M.; Flynn, Lynda A. Except Children; 36; 9; 680-1 70 May

EJ032095 SP500670
THE SIGNIFICANCE OF SIMILARITIES BETWEEN EDUCATION AND SPECIAL EDUCATION
Porter, Rutherford B. Contemporary Education; 42; 3; 109-14 Jan '71

EJ040850 EC032710
CLEARINGHOUSE: A STUDY OF EDUCATORS' PREFERENCES IN SPECIAL EDUCATION PROGRAMS
Barngrover, Elaine Exceptional Children; 37; 10; 754-5 Sum 71

Of 50 educators interviewed, 27 favored retention of special classes for the mildly exceptional child and 23 favored integration into regular classes. Teachers tended to prefer special classes; nonteaching educators (administrators, school psychologists) tended to favor regular class placement. (KW)

EJ015045 AA504893
EXCEPTIONAL PROGRAMS FOR EXCEPTIONAL CHILDREN
Grant, Ed Momentum; 1; 1; 39-43 70 Feb

ED050530 EC032373
A NATIONAL MENTAL RETARDATION MANPOWER MODEL.
National Inst. on Mental Retardation, Toronto (Ontario).
Spons Agency-Canadian Association for the Mentally Retarded, Toronto (Ontario).
Pub Date Apr 71 Note-46p.
EDRS Price MF-$0.65 HC-$3.29

The report of the Task Force established by the Canadian National Institute on Mental Retardation concerns a comprehensive planning and organization program for training personnel, especially associate professionals, in the field of mental retardation to provide a more effective utilization of manpower. Summarized are results of surveys of existing training programs available for professional, associate professional, and volunteer personnel, including preschool, home care, residential and occupational-vocational training programs. A training curriculum for associate professionals at four diploma levels is detailed. Improved methods for utilizing all personnel in the field of mental retardation and allied developmental handicaps are recommended, as is a pattern of implementation indicating the specific roles and responsibilities of local, provincial, and national agencies and institutions. A total of 38 recommendations related to manpower training and utilization are presented. (KW)

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 05723
Educating the mildly retarded: A review.
Hammons, Gary W.
Central Washington State Coll.
Exceptional Children 1972 Mar Vol. 38(7) 565-570

Presents a review of articles and comments emanating from L. Dunn's (see PA, Vol. 44:9274) criticisms of the education of the mildly retarded. Many writings prior and subsequent to Dunn's are cited to show a growing disenchantment with the current course of special education and the lack of viable alternatives available. It is concluded that an emphasis should be placed on change rather than reaction and on the desire that inappropriate practices be altered rather than abolished as advocated by some writers. (30 ref.)

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 11501
Readings on the exceptional children: Research and theory. (2nd ed.)
Trapp, E. Philip; Himelstein, Philip
U. Arkansas
New York, N.Y.: Appleton-Century-Crofts, 1972. xiii, 714 p

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 11989
Learning disabilities: Educational strategies.
Gearheart, B. R.
U. Northern Colorado
St. Louis, Mo.: C. V. Mosby, 1973. xiv, 233 p. 8.95

Presents the history, basic concepts, and evaluation procedures of learning disability programing. Major educational approaches are detailed, including perceptual-motor, Delacato, psycholinguistic-diagnostic, multisensory, language development, environmental control, and Orton-Gillingham related systems. Specialized pharmacological and medical treatments are described, and application to local school programing is discussed. (137 ref.)

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 07860
Paradoxical values in learning disabilities.
Kass, Corrine E.; Johnson, Marilyn
U. Arizona
Journal of Learning Disabilities 1972 Oct Vol. 5(8) 463-466

Explores some paradoxes in relating clinical and educational values to the field of learning disabilities. The 3 paradoxes discussed are: (a) educators believe in self-realization, with recognition of individual differences, but also that for the learning disabled, self-realization is possible only when some individual differences in abilities (deficits) are erased through remediation; (b) educators believe in developmental progression toward competency in academic and social relationships, but also that clinical assessment suggests that drastic intervention measures are frequently necessary to ensure developmental progression; (c) educators believe in integration of exceptional children in the regular classroom, placing upon the regular teacher the primary responsibility for their learning, but also that specialists must be trained to diagnose and plan clinical-educational programs for children with learning disabilities.

ED061696 EC041904
SELECTED CONVENTION PAPERS; PERSPECTIVES IN THEORY AND PRACTICE.
Council for Exceptional Children, Arlington, Va.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 63 Note-240p.; Papers presented at the Annual CEC Convention (41st, Philadelphia, Pennsylvania, April 16-20, 1963)
EDRS Price MF-$0.65 HC-$9.87

Presented are 59 short, selected convention papers (conference reports) on different aspects of educational needs for handicapped children. Representative topics include the Warren Project on effectiveness and feasibility of early admission to school for mentally advanced children, sheltered workshops for the trainable mentally handicapped, the school's responsibilities and resources for the neurologically impaired, reading instruction in the psychiatric schoolroom, current developments in research on the comprehension of rapid speech, the use of eye reports for statistical purposes, a vocational readiness project for young handicapped students in New York City, the influence of sociopathy on children's reactions to reading instruction, aspects of enrichment in more effective teaching practices for exceptionally talented children, Peabody College research on the Illinois Test of Psycholinguistic Abilities, higher standards and better professional training for teachers of homebound and hospitalized children, retention in educable retarded and normal subjects as a function of amount of original training, preparation of teachers for exceptional children, and curriculum goals for the homebound and hospitalized. (CB)

EJ009284 AA503540
HANDICAPPED CURRICULUMS: CHURNING AND CHANGING
Jones, Philip R. Nat Sch; 84; 4; 59-63 69 Oct

EJ020064 AA506348
IMPLICATIONS FOR MEETING THE EDUCATIONAL NEEDS OF MENTALLY RETARDED CHILDREN
Chollar, William F.; Roscoe, John T. Educ; 90; 2; 142-4 69 Nov-Dec

EJ063361 EC042786
PROGRAMS FOR THE MILDLY RETARDED: A REPLY TO THE CRITICS
Kolstoe, Oliver P. Exceptional Children; 39; 1; 51-6 Sep 72
The author refutes six allegations concerning both methods of identifying the retarded and programs for educating them. (Author/CB)

EJ012169 EC500778
THE AGE PLACEMENT OF ACADEMIC SKILLS IN CURRICULUM FOR THE EMR
Meyen, Edward L.; Hieronymus, Albert N. Except Children; 36; 5; 333-9 70 Jan

EJ026893 EC030325
THE DISCRIMINATORY REPERTOIRE - THE BASIS OF ALL LEARNING
Kidd, John W. J Learning Disabilities; 3; 10; 530-3 Oct '70

ED011149 EC000018
ADMINISTRATIVE GUIDE FOR ESTABLISHING SPECIAL EDUCATION PROGRAMS AND SPECIAL SERVICES FOR EXCEPTIONAL CHILDREN.
Michigan State Dept. of Public Instruction, Lansing.
Pub Date 66 Note-5P.
EDRS PRICE MF-$0.65 HC-$3.29

REQUIREMENTS FOR ESTABLISHING SPECIAL PROGRAMS AND SERVICES ARE PRESENTED IN CHART FORM. SUCH DIFFERENT TYPES OF PROGRAMS AS SPECIAL CLASSES AND ITINERANT PROGRAMS FOR PHYSICALLY AND MENTALLY HANDICAPPED, AS WELL AS THE VARIOUS REQUIREMENTS AND REGULATIONS. (VO)

ED031865# EC004337
CECSELECTED CONVENTION PAPERS; ANNUAL INTERNATIONAL CONVENTION (46TH, NEW YORK CITY, APRIL 14-20, 1968.)
Council for Exceptional Children, Washington, D.C.
Pub Date Apr 68 Note-359p.
Available from-Council for Exceptional Children, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($2.00).
Document Not Available from EDRS.

A collection of selected convention papers is presented on the following topics: the gifted child, children with behavioral disorders, the visually handicapped, programs in special education, the homebound and hospitalized, children with learning disabilities, international aspects of special education, general articles, administration programs, children with communication disorders, mentally retarded children, research in special education, teacher training programs, and general session addresses. Each unit of reports is available on microfiche. (WW)

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 12101
Incidence figures of exceptional children in the United States.
Trapp, E. Philip; Himelstein, Philip
U. Arkansas
In E. P. Trapp & P. Himelstein (Eds.), Readings on the exceptional children: Research and theory, (2nd ed.). New York, N.Y.: Appleton-Century-Crofts, 1972. xiii, 714 p

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 12143
Children with crippling and health disabilities.
Wilson, Marguerite I.
Brigham Young U.
In L. M. Dunn (Ed.), Exceptional children in the schools: Special education in transition. (2nd ed.). New York, N.Y.: Holt, Rinehart & Winston, 1973. xiii, 610 p

Classifies and describes the conditions of children with CNS disorders, musculoskeletal conditions, congenital malformations, crippling health conditions, and multiple handicaps. Problems of adjustment and general and specific educational programs are discussed. (5 p. ref.)

ED052578 EC032759
DELIVERY OF SERVICES TO MENTALLY RETARDED CHILDREN AND ADULTS IN FIVE STATES.
Mayeda, Tadashi A.
President's Committee on Mental Retardation, Washington, D.C.
Pub Date Jan 71 Note-151p.
EDRS Price MF-$0.65 HC-$6.58

The report describes the delivery of services to the mentally retarded in the states of California, Colorado, North Carolina, Ohio, and Washington. Reported are such data as number of residents in state institutions and per 100,000 population, number of 24-hour care community placements, enrollees in special education programs and sheltered workshops, and costs of each. A program model is presented and used as a gauge of the effectiveness of state programs. No one state ranks consistently high or low in all categories of service. Rather, a high-low randomness is evident among the states and among departments and agencies in any one state. Following a discussion comparing the planning, coordination, and organization of services in the five states, each state program is examined. The following topics are covered as they relate to services for the mentally retarded: demographic data, local governments and districts, revenue and expenditures, state organization, planning and planning coordination, legislation, and the various types of services provided (residential institutions, community centers, day care sheltered workshops, rehabilitation, medical services, social services, special education, and others). (KW)

EJ071603 EC050800
ACCOUNTABILITY IN SPECIAL EDUCATION
Vergason, Glenn A. Exceptional Children; 39; 5; 367-73 Feb 73

EJ081307 EC051817
ACCOUNTABILITY IN SPECIAL EDUCATION: SOME PROBLEMS
Jones, Reginald L. Exceptional Children; 39; 8; 631-42 May 73

SPECIFIC PROGRAMS

6

Behavior Modification

ED029442 40 EC003982

TEACHING PARENTS AND OTHERS PRINCIPLES OF BEHAVIORAL CONTROL FOR MODIFYING THE BEHAVIOR OF CHILDREN, FINAL REPORT.

Walder, Leopold O.; And Others

Institute for Behavioral Research, Silver Spring, Md.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.-P-III Bureau No.-BR-5-0402

Grant-OEG-32-30-7515-5024

Pub Date 15 Dec 68 Note-227p.

EDRS Price MF-$0.65 HC-$9.87

A program to teach behavioral analysis principles and applications to parents and other caretakers of disturbing children (normal, retarded, neurotic, psychotic, and others) was developed while serving 50 families. A nine-family study was then done comparing three 12-week treatments (minimum contact 1, nonoperant 1, and operant 1) in terms of therapeutic process and outcome. A second 12-week treatment period 3 weeks after the first was designed, in part, to offer operant 2 to the six families who had not received operant in treatment period 1. Three measurement periods occurred: one before treatment 1, one after treatment 1, and another after treatment 2. Process data were collected during all treatment periods; and outcome data, based on objective ratings of videotapes of parent-child interactions and parents' psychological test performances were collected during all measurement periods. Children in all groups improved in general behavior categories and in specific-to-each-family categories. Operant groups seemed better but there were not enough cases for statistical significance. The psychological tests of the six operant-only parent pairs improved more than did the three nonoperant-then-operant parent pairs. Recommendations for further research and applications are presented. (Author/JD)

EJ006257 EC500289

PERFORMANCE OF REWARD-SEEKING AND PUNISHMENT-AVOIDING RETARDATES UNDER REWARD AND PUNISHMENT

McManis, Donald L.; and others Amer J Ment Deficiency; 73; 6; 906-11 69 May

EJ000865 EC500115

THE MODIFICATION OF AGGRESSIVE CLASSROOM BEHAVIOR THROUGH REINFORCEMENT, INHIBITION AND RELATIONSHIP THERAPY

McClain, William A. Train Sch Bull; 65; 4; 122-5 69 Feb

ED064838 EC042524

EFFECTING BEHAVIORAL MODIFICATION IN THE MENTALLY HANDICAPPED STUDENT: OPERANT CONDITIONING AND THE TEACHER'S ROLE.

New York State Education Dept., Albany. Div. for Handicapped Children.; Onondaga-Madison Counties Board of Cooperative Educational Services, Syracuse, N. Y.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 71 Note-63p.; Reprint from Proceedings of Special Study Institute (Syracuse, New York, April 22-24, 1971)

EDRS Price MF-$0.65 HC-$3.29

Presented are nine short papers concerning teacher role in effecting behavioral modification in the mentally handicapped student. The paper on functional analysis of behavior discusses use of reinforcers, changing reinforcer strength, reinforcement schedules, and discriminative stimuli. A continuation paper on functional analysis of behavior explains a method of determining behavior contingencies by recording antecedent events occurring prior to behavior, behavior itself, and consequences following behavior. Developing self help skills is covered in terms of techniques to increase self feeding skills, techniques to weaken undesirable feeding behaviors and to teach appropriate toilet skills. The short discussion of behavior modification with an autistic child concludes that careful structuring of the child's environment can influence the child's behavior. A method of teaching imitation to severely handicapped and retarded children is then presented. The paper on technology of education examines use of consequences in the classroom. Three concluding short papers discuss behavior problems in the classroom, administering behavioral programs, and modification of self destructive behavior, respectively. (CB)

EJ016835 EC501087

BEHAVIOR SHAPING IN A CLASSROOM FOR CHILDREN WITH CEREBRAL PALSY

Stone, Martin C. Except Children; 36; 9; 674-7 70 May

EJ044324 EC033167

FITTING IN

Blum, Evelyn R. Teaching Exceptional Children; 3; 4; 173-80 Sum 71

In a Peer to Peer Behavior Modification Project, special class students returning to regular classes are taught to ignore and praise negative and positive behaviors, respectively, of their peers to gain greater peer acceptance. (KW)

EJ033437 EC031660

COMPARATIVE TECHNIQUES FOR INCREASING ATTENDING BEHAVIOR OF RETARDED STUDENTS

Brown, Lou; Foshee, James G. Education and Training of the Mentally Retarded; 6; 1; 4-11 Feb '71

Reinforcement techniques for increasing the attention span of retarded students is investigated. (CD)

EJ040498 CG503177

EFFECTIVENESS OF TEACHER TRAINING IN SOCIAL LEARNING AND BEHAVIOR MODIFICATION TECHNIQUES

Barclay, James R.; And Others Measurement and Evaluation in Guidance; 4; 2; 79-89 Jul 71

The paper presents data relating to changes in teacher choice of classroom management procedures, the frequency of passive, disruptive, and attending behavior for 20 criterion children over 26 days, and pre-post mean-gain achievement testing results on these children. (Author)

EJ006258 EC500290

EFFECTS ON INTENTIONAL TRAINING IN SOCIAL BEHAVIOR ON RETARDED CHILDREN

Ross, Sheila A. Amer J Ment Deficiency; 73; 6; 912-9 69 May

EJ053137 RE503734

BEHAVIOR MODIFICATION WITH AN ECHOLALIC CHILD: A CASE NOTE

Tramontana, Joseph; Shivers, Ora Psychological Reports; 29; 3 pt2; 1034 Dec 71

EJ012182 EC500804

THE USE OF OPERANT LEARNING PRINCIPLES WITH RETARDED CHILDREN

Kreitman, Leon; and others Educ Training Ment Retarded; 4; 3; 109-12 69 Oct

ED073590 EC051244

STRATEGIES FOR THE SEQUENTIAL AND CONSEQUENTIAL ARRANGEMENT OF SCHOOL-APPROPRIATE BEHAVIORS; THE ESTABLISHMENT OF SCHOOL-APPROPRIATE BEHAVIORS IN NORMAL, RETARDED AND HANDICAPPED CHILDREN THROUGH THE APPLICATION OF OPERANT TACTICS.

Blindert, H. Dieter

Pub Date 73 Note—15p.; Presented at Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, March 1973)

EDRS Price MF-$0.65 HC-$3.29

Twenty children diagnosed as mentally retarded (MR) were enrolled in a special training program designed to increase Ss' school-appropriate behaviors by means of the sequential and consequential arrangement of teaching objectives and teaching procedures. A hierarchy of achievement levels was established with a sequential and consequential arrangement of 30 behavioral objectives. The behavioral repertoire described by the 30 levels was thought to be comparable to performances asked from a normal child entering a standard first grade classroom. The 20 Ss engaged in a total of 406 sessions, each approximately 10 minutes long. It was reported that a total performance increment of 131 level achievements was attained, that these level achievements required a total teaching time of 51 hours and 24 minutes, and that a total number of 12,817 interactions between student-trainees and Ss were used to establish the achievement levels. All instruction was accomplished by 34 trainees (20 staff members of institutions for the MR, six nursery school teachers, and eight mothers of retarded children) who had previously participated in a 45 hour training program on operant conditioning tactics. The achievement levels and their consequential arrangement were described in detail. (GW)

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 05816

Teaching attendants the applied aspects of behavior modification: An empirical approach.

Panyan, Marion C.; Patterson, Earl T.

Lubbock State School for the Mentally Retarded, Tex.

Proceedings of the 81st Annual Convention of the American Psychological Association, Montreal, Canada 1973 Vol. 8 903-904

Gave 3 female attendants in an institution for the retarded instructions, videotape playback, and a videotaped model for teaching 10 commands to a retarded child. Instructions and videotape playback had little effect in improving Ss' training proficiency, but modeling resulted in an increase of mean scores. In a subsequent study with 15 newly hired attendants, it was found that film and live modeling were equally effective in teaching adequate reinforcement procedures.

DOC YEAR: 1970 VOL NO: 44 ABSTRACT NO: 11249

Psychological consultation to teachers of learning and behaviorally handicapped children using a behavioral model.

Stephens, Thomas M.

U. Pittsburgh

Journal of School Psychology 1970, 8(1), 13-18.

Presents a behavioral model relating observations of students' academic and social functioning to teaching strategies. School psychologists acquire specific behavioral information about students' responses, types and schedules of reinforcement and sensory modes. This information is used to select appropriate instructional strategies, including academic and social tasks, schedules of reinforcement, sensory modalities to be emphasized, and instructional materials. By establishing terminal criteria, teachers can evaluate performances and determine when to teach new tasks.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 09846

Reducing the latency of a child's responding to instructions by means of a token system.

Fjellstedt, Nancy; Sulzer-Azaroff, Beth

Southern Illinois U.

Journal of Applied Behavior Analysis 1973 Spr Vol. 6(1) 125-130

Modified the response latency of following directions by an 8-yr-old boy from a class for emotionally disturbed children by the contingent application of a token system. To demonstrate reinforcer effectiveness, a multiple base-line approach was used. Measures were obtained for the time elapsed between presentation of verbal directions and 5 performances: (a) entering the experimental room, (b) putting toys away, (c) beginning academic work, (d) putting toys away again, and (e) returning to the classroom and completing preparations for leaving school. These 5 measures were placed on the token system at 3 different times. Results demonstrate that 4 of the 5 performances were clearly affected by the token system as their response latency for following directions decreased substantially.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 09470
The elimination of autistic self-stimulatory behavior by overcorrection.
Foxx, R. M.; Azrin, N. H.
Anna State Hosp., Behavior Research Lab., Ill.
Journal of Applied Behavior Analysis 1973 Spr Vol. 6(1) 1-14

Used overcorrection procedures, consisting of a period of practice in the correct mode of the behavior contingent upon self-stimlatory behavior, in a behavioral day-care program. 3 retarded children and 1 autistic child who exhibited object-mouthing, hand-mouthing, head-weaving and hand-clapping were treated. For some behaviors, comparisons were made between the overcorrection procedure and several alternative procedures, such as physical punishment by a slap, reinforcement for non-self-stimulatory behavior, a distasteful solution painted on the hand of a hand-mouther, and free reinforcement. The overcorrection procedures eliminated self-stimulatory behaviors of all 4 Ss in tutorial sessions and during the entire school day and were more effective than the alternative procedures in eliminating self-stimulation. Overcorrection procedures appear to be rapid, enduring, and effective methods of eliminating self-stimulatory behavior. (24 ref.)

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 09848
Educational therapy: An investigation of a teaching strategy for emotionally disturbed children conducted in the public school.
Fontenot, Robert G.
Oklahoma State U.
Dissertation Abstracts International 1973 Jun Vol. 33(12-B) 6057

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 12096
An ecological study of disruptive encounters between pupils and teachers.
Swap, Susan W.
U. Michigan
Dissertation Abstracts International 1973 Jan Vol. 33(7-A) 3409-3410

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 09719
Operant conditioning of the mental retardate's visual monitoring behavior.
Perryman, Roy R.
Texas Tech U.
Dissertation Abstracts International 1972 Dec Vol. 33(6-B) 2841

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 07627
The influence of a behavior modification program on emotionally disturbed adolescent children.
Anderson, Robert F.
U. Miami
Dissertation Abstracts International 1973 May Vol. 33(11-B) 5504

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 09906
The effect of vicarious reinforcement on attentive behavior in the classroom.
Kazdin, Alan E.
Pennsylvania State U.
Journal of Applied Behavior Analysis 1973 Spr Vol. 6(1) 71-78

Examined the effect of social reinforcement delivered to target Ss on the attentive behavior of adjacent peers in a classroom setting. In a combined reversal and multiple base-line design, 2 pairs of 8-12 yr. old mentally retarded children were sequentially exposed to 3 reinforcement phases. After base-line rates of attentive behavior were obtained, praise was delivered to the target S in each S pair for attentive behavior. After a reversal phase, praise was delivered contingently to target Ss for inattentive behavior. In a final phase, contingent praise for attentive behavior was reinstated for the target Ss. Throughout the study, nontarget Ss received no direct reinforcers. Results indicate a vicarious reinforcement effect. Reinforcing attentive behavior of target Ss increased this behavior in adjacent peers. However, reinforcing inattentive behavior of target Ss also increased the attentive behavior of adjacent peers.

DOC YEAR: 1971 VOL NO: 46 ABSTRACT NO: 03549
An experimental study of the effects of systematic reinforcement on the discrimination responses of normal and hearing impaired children.
Smith, Kenneth E.
U. Kansas
Dissertation Abstracts International 1970, Dec, Vol. 31(6-B), 3754.

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 01368
Operant conditioning of attending and verbal imitation of deaf children with deviant behaviors.
Brown, Donald W.
U. Illinois
Dissertation Abstracts 1968, 28(12-A), 4904-4905.

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 04943
Reinforcement of visual attending in classrooms for deaf children.
Craig, Helen B.; Holland, Audrey L.
U. Pittsburgh
Journal of Applied Behavior Analysis 1970, Sum, Vol. 3(2), 97-109

Examined the efficacy of immediate tangible reinforcement in increasing appropriate visual attending for entire classes of deaf children. Ss were 3 classes (7 children each) in a residential school for the deaf. Boxes were installed on each S's desk, with lights that were flashed immediately contingent upon 10 sec. of visual attending. Light flashes were backed up by candy, cereal bits, or tokens. In 2 of the classes, extinction sessions were also scheduled. For all classes, the reinforcement procedure increased visual attending by 50% or more, maintaining it at rates above 82%. Withdrawal of tangibles decreased attending back to base-line levels. Results support analysis of attending as operant behavior and demonstrate the applicability of reinforcement procedures in modifying these behaviors for young deaf children in a classroom setting.

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 07783
AN EVALUATION AND COMPARISON OF THE EFFECTIVENESS OF PROGRAMS FOR IMPROVING THE BEHAVIOR PATTERNS AND ACADEMIC ACHIEVEMENT OF EMOTIONALLY HANDICAPPED CHILDREN.
MULLER, RAYMOND I.
AMERICAN U.
DISSERTATION ABSTRACTS 1967 , 28(4-A), 1214.

DOC YEAR: 1971 VOL NO: 46 ABSTRACT NO: 05510
Behavior shaping in a classroom for children with cerebral palsy.
Stone, Martin C.
Rosedale Cerebral Palsy Developmental Training Center, White Plains, N.Y.
Exceptional Children 1970, May, Vol. 36(9), 674-677

Describes a behavior shaping technique based on reinforcing or rewarding the desired response and not rewarding the inappropriate one. 7 7-9 yr. old boys with low IQs and a diagnosis of cerebral palsy with possible diffuse organic brain damage were placed in a special class where appropriate classroom behavior and learning were rewarded for a 1-yr period. The outcome, based upon observation, showed overall improvement in behavior patterns. However, the Ss needed continually tangible rewards to motivate their learning.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 09474
Demand therapy: An eclectic technique promoting age-relevant social competency.
Frazier, Jane A.
Child Psychiatry & Human Development 1972 Win Vol. 3(2) 128-146

Reports experiences in using demand therapy with 4 7-10 yr. old boys in an educational day treatment center for severely disturbed children. The therapeutic approach, based on a combination of several theories and techniques, was designed to ''demand'' reasonable performance from the child through the use of external controls, including physical and verbal force, denial of oral gratification and specific wants, and rage induction-reduction. The goal was to get the child to reach a level of social competency which would enable him to function within a group setting in the absence of external controls. It is concluded that the technique was successful. It is suggested that the most appropriate person to carry out demand therapy is the child psychiatric nurse clinical specialist. (22 ref.)

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 07989
Timeout and social isolation as punishment procedures in the classrooms of mentally retarded children.
Spitalnik, Robert S.
State U. New York, Stony Brook
Dissertation Abstracts International 1972 Nov Vol. 33(5-B) 2358

EJ055980 AA512254
MORE THAN A PACKAGE OF BIZARRE BEHAVIORS
Welsbacher, Betty T. Music Educators Journal; 58; 8; 26-8 Apr 72

Article gives examples of how neurologically handicapped children respond to music and how they can be taught. (MM)

EJ022434 AA506730
MODIFICATION OF SOCIAL BEHAVIOR IN THE RETARDED CHILD
Ryan, Patricia A. Educ; 90; 4; 311-4 Apr-May '70

EJ078003 SP501812
THE HYPERKINETIC CHILD: HIS MANAGEMENT IN THE SCHOOL ENVIRONMENT
Harlin, Vivian K. School Health Review; 4; 2; 9-13 Mar-Apr 73

This article analyses possible treatment for hyperkinetic or hyperactive children after a complete physical examination. Possible aids discussed are drugs, change of environment or curriculum. (JA)

EJ022214 PS500394
GENERALIZATION OF ADULT'S STIMULUS CONTROL OF CHILDREN'S BEHAVIOR
Redd, William H. J Exp Child Psychol; 9; 2; 286-296 Apr '70

Generalization of stimulus control in different situations and with novel adults occurred with those children who were trained by contingent reinforcement, but not with those trained by both contingent and noncontingent reinforcement. This research was submitted as part of the author's dissertation. (MH)

EJ042457 EC032873
MODIFICATION OF HYPERACTIVE BEHAVIOR OF A BRAIN-DAMAGED, EMOTIONALLY DISTURBED CHILD
Krop, Harry Training School Bulletin; 68; 1; 49-54 May 71

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 05469
Behavior modification with the multi-handicapped.
Larsen, Lawrence A.
Parsons State Hosp. & Training Center, Kan.
New Outlook for the Blind 1970 Jan Vol. 64(1) 6-15

Directed to teachers and their behavior modification. ''If the teacher's behaviors are 'correct,' then the behaviors of the student will become progressively better: that is, the student will be learning. At the same time, the 'correct' behaviors of the teacher will be reinforced by the progress of the student and, thereby, be maintained.'' 7 points important in behavior modification are summarized. Ways in which these techniques of behavior modification may prove useful in the habilitation and education of the multiply handicapped is included. (27 ref.)

ED069085# EC050180

PRESCRIPTIONS FOR CHILDREN WITH LEARNING AND ADJUSTMENT PROBLEMS.

Blanco, Ralph F.

Pub Date 72 Note—298p.

Available from—Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($9.25)

Document Not Available from EDRS.

A total of 1,170 psychoeducational prescriptions for various major learning and behavior problems of school children are presented. Intended to be of assistance to school, clinical, and educational psychologists and graduate students, the volume assumes a familiarity with childhood exceptionality and psychopathology. The prescriptions (psychoeducational recommendations) were compiled from those contributed by 146 school-related psychologists. Most of the treatments suggested are derived from psychodynamic, reinforcement, and need-motivation theories. Prescriptions contain behavioral management, curricular, and remedial suggestions for the following problem areas: aggression; antisocial and oppositional behavior; isolation, dominance, dependence, and sex; affective behavior; cognitive function (underachievement and thought disturbances); integrative behavior and other personality disturbances; mental retardation; low average intelligence; specific learning disabilities; and sensory handicaps and brain damage. Indicated for each prescription are intended age range, whether it is addressed to teacher or parent, and the contributing psychologist's rating of the prescription's effectiveness. (KW)

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 04960

Training behavior modifiers: Getting it going with remote auditory prompting.

Cone, John D.; Sheldon, Sharon S.

West Virginia U.

Proceedings of the 81st Annual Convention of the American Psychological Association, Montreal, Canada 1973 Vol. 8 905-906

Recorded the frequencies of 3 antecedent and 5 consequent trainee behaviors shown by 9 female aides in an institution for the retarded. Ss then viewed a film defining and illustrating the behaviors, and participated in another training session. During the next 3 sessions, the 8 behaviors were verbally prompted by an experienced behavior modifier through earphones. Antecedent behaviors decreased and consequent behaviors increased after the film. Both behaviors increased after prompting.

Individualized Instruction

ED069080 EC050163

ACHIEVEMENT UNLIMITED: ENHANCING SELF-CONCEPT THROUGH IMPROVEMENT OF ACADEMIC, MOTOR AND SOCIAL SKILLS.

Florida Univ., Gainesville. Coll. of Education.

Pub Date Jul 72 Note-66p.

Available from-P. K. Yonge Laboratory School, College of Education, University of Florida, Gainesville, Florida 32601 ($1.08)

EDRS Price MF-$0.65 HC-$3.29

An experimental program improved students' self-concept and broke their failure cycle. Ss were 19 second through fifth grade students who were distractable and had various individual learning and/or behavior problems. For 1 year, they left their regular classrooms to spend 2 hours daily with a special education teacher. Individually designed educational programs were highly structured and emphasized both social and academic success, which students were not accustomed to achieving. Students were provided with success experiences in social, motor, academic, and perceptual areas. They charted their own successes and were rewarded for growth. Pre- and post-tests measured academic performance (math, spelling, reading, writing skills) and self concept. Additional data included personal behavior graphs, work samples, videotapes, and behavioral checklists. Ss made significant gains in all academic areas tested, and competencies in social interaction improved more than could be attributed to maturity alone. Self-portraits showed that all students felt they had improved both academically and in social interaction. Heterogeneous grouping of students demanded only one special teacher and was considered economically efficient. (KW)

EJ033438 EC031661

MENTAL AGE AS A PREDICTOR OF ACADEMIC ACHIEVEMENT

Schwartz, Robert H.; Cook, John J. Education and Training of the Mentally Retarded; 6; 1; 12-5 Feb '71

The premise that mental age is not a valid standard by itself for educational placement was explored. (CD)

EJ007113 EC500388

CONFUSION IN LATERALITY: A VALIDITY STUDY WITH BRIGHT AND DULL CHILDREN

Rice, James A. J Learning Disabilities; 2; 7; 368-73 69 Jul

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 05771
Individualism and behaviorism as future trends in educating handicapped children.
Martin, Edwin W.
U.S. Department of Health, Education, & Welfare, Bureau of Education for the Handicapped, Washington, D.C.
Exceptional Children 1972 Mar Vol. 38(7) 517-525
Considers current trends and innovations in individualized instruction and on the production of desired behavioral ''outputs'' in regular and special education. The interpersonal relationship involved in the teaching process, the development of learning resource systems, and child advocacy are considered with reference to recommendations for teacher education.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 05696
Teacher-pupil interaction in classes for the emotionally handicapped.
Fink, Albert H.
Indiana U.
Exceptional Children 1972 Feb Vol. 38(6) 469-474
Considers the analysis of teacher-pupil interaction as a means of clarifying the conceptual and operational issues involved in special class programing for the emotionally handicapped. An interaction analysis system which could encompass the variability and complexity (verbal and nonverbal, task and nontask) of teacher and pupil behavior was developed. Use of the interaction system in a study of 15 classrooms for the emotionally handicapped revealed wide differences in teacher-pupil behavior. It is concluded that the unique character of special classes for the emotionally handicapped requires careful delineation of objectives. (17 ref.)

EJ055975 AA512208
LEARNING DISABILITIES: UNDERSTANDING THE BACKGROUND
Bryant, N. Dale Instructor; 81; 8; 50-51 Apr 72
Discusses the problems of helping a group of children that seem otherwise normal but cannot learn. (RB)

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 11557
Development and disorders of written language: II. Studies of normal and exceptional children.
Myklebust, Helmer R.
U. Illinois, Chicago
New York, N.Y.: Grune & Stratton, 1973. xx, 266 p. 10.75

EJ007098 EC500233
THE MEANING OF VARIABILITY FOR PROGRAM PLANNING
Smith, Robert M. Teaching Except Child; 1; 3; 83-7 69 May

DOC YEAR: 1970 VOL NO: 44 ABSTRACT NO: 17379
Educational materials and individual psychology.
Murphy, Albert T.
Boston U., School of Education
Journal of Education 1969, 152(1), 59-68.

Discusses the ''dehumanization of man through science'' with respect to the prediction that mass production procedures will soon be involved in the education of handicapped children. The technology of teaching stemming from the work of Skinner is said to be inadequate and ''will run counter to the thrusts of teachers cherishing individuality for themselves and their pupils . . . .'' The entire range of psychodynamics needs to be investigated to provide alternative methods of education. ''If the teacher is to shape behavior, may she be interested in shaping feelings, will, purpose, hope, confidence, and passionality, too.''

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 10979
The transactional approach in cognitive development: Tasks for the teacher.
Cortazzo, Arnold D.
Florida Dept. of Health & Rehabilitative Services, Div. of Retardation, Tallahassee
In R. M. Allen, A. D. Cortazzo, & R. P. Toister (Eds.), Theories of cognitive development: Implications for the mentally retarded. Coral Gables, Fla.: U. Miami Press, 1973. 160 p

Reviews commonly held theories of intellectual development, including those of Piaget, and suggests that their impact on cognitive growth, learning, and experience are rapidly changing the concept that intelligence is fixed and predetermined. The Newtonian model man (a mechanistic, closed system) is compared with the new Einsteinian model man (an open-energy, self-organizing system), and the latter is shown to be a transactional approach in which the child is a part of his environment, society, and experience. (26 ref.)

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 07199
Role theory, cognitive dissonance theory, and the interdisciplinary team.
Braga, Joseph L.
U. Illinois, Chicago
Interchange 1972 Vol. 3(4) 69-78

Since the members of interdisciplinary teams tend to perceive problems and solutions from different perspectives, and since there are differences in role expectation, cognitive dissonance inevitably results. This is extensively discussed with respect to an interdisciplinary approach to diagnosis and evaluation of learning problems in children. It is suggested that the cognitive dissonance could be decreased if team members would show mutual respect and commitment to a common purpose. Awareness of the potential for role conflict and cognitive dissonance in an interdisciplinary team is considered important since it can lead to a reduction of dissonance and an emphasis on the common goal.

EJ051903 EC041055
FREE-LEARNING AMONG INTELLECTUALLY AVERAGE CHILDREN AND MENTALLY RETARDED INDIVIDUALS: A STUDY OF RESPONSE INTEGRATION
Berry, Franklin M.; And Others American Journal of Mental Deficiency; 76; 1; 118-24 Jul 71

EJ010863 RE500631
IMPACT OF INSTRUCTION ON DEVELOPMENT OF DEAF CHILDREN'S ORIGINALITY OF THINKING
Kaltsounis, Bill Percept Mot Skills; 29; 1; 298 69 Aug

EJ007696 AA502881
BREAKING THROUGH WITH THE TROUBLED CHILD
Popofsky, Ruth Grade Teacher; 87; 1; 100-101 69 Sep

EJ053079 EC041148
INDIVIDUALISM AND BEHAVIORISM AS FUTURE TRENDS IN EDUCATING HANDICAPPED CHILDREN
Martin, Edwin W. Exceptional Children; 38; 7; 517-25 Mar 72

EJ004837 AA501892
AN EXAMPLE OF INDIVIDUAL INSTRUCTION IN DEVELOPMENTAL PHYSICAL EDUCATION
Daniel, Alfred N. J Health Phys Educ Recreation; 40; 5; 56 69 May
From a special section, "Adapted Physical Education." Also see AA 501 888 through AA 501 891, AA 501 893, AA 501 894.

Labeling

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 05742
Labels and stigma in special education.
Jones, Reginald L.
U. California, Riverside
Exceptional Children 1972 Mar Vol. 38(7) 553-564
Considers that in the delivery of services to disadvantaged, deprived, and mildly retarded children (a) insufficient attention has been given to the fact that certain special education labels imply deficiencies and shortcomings in children and (b) no systematic inquiry has been made of children's perceptions of the labels and services offered them. Data from several studies were analyzed which involved more than 10,000 public school students, graduates, and dropouts; college students; prospective and inservice teachers; and counselors. Children rejected the labels culturally disadvantaged and culturally deprived as descriptive of themselves, acceptance of such labels was associated with lowered school attitudes, and teachers held lowered expectations for their performance. The educable mentally retarded reported (and teachers confirmed) stigma associated with special class placement. Few strategies for the management of stigma in classes for the educable mentally retarded had been developed by teachers. (23 ref.)

EJ017584 AA505719
SPECIAL OPPORTUNITY FOR EDUCATORS
Haffly, John E.; Anger, William P. Momentum; 1; 2; 48-55 70 Apr
Frequently used classifications for the mentally retarded are listed and guidelines for educators dealing with retarded students are presented. (EJS)

EJ063312 AA513359
TAKE THE LABEL OFF THE HANDICAPPED CHILD!
Spoden, David Education Digest; 38; 1; 44-6 Sep 72
Some handicapped children attain higher social and academic success in the regular classroom with supportive personnel. (Author)

EJ018707 PS500362
MINIMAL BRAIN DAMAGE: A MEANINGFUL DIAGNOSIS OR AN IRRELEVANT LABEL?
Lacey, Harvey M. Child Welfare; 49; 4; 205-211 70 Apr
Groups symptoms, and suggests resources and energy be concentrated on educational and psychological intervention, rather than on causes. (MH)

Libraries

ED054779 LI002997

SELECTED PROCEEDINGS OF A SPECIAL STUDY INSTITUTE ON IMPROVING LIBRARY SERVICES FOR HANDICAPPED CHILDREN (BUFFALO, NEW YORK, FEBRUARY 1-4, 1971).

New York State Education Dept., Albany. Div. for Handicapped Children.; State Univ. of New York, Buffalo. School of Information and Library Studies.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date 71 Note-83p.; (1 Reference)
EDRS Price MF-$0.65 HC-$3.29

The goal of the institute was better library service for the thousands of handicapped children in New York State. Librarians, special educators, and others in allied fields have concern for these children and wish to offer service or improve existing programs. Some do not know where to start and may even be afraid to make the first step. Others do what they consider possible, often unaware of sources of aid and sometimes even duplicating existing services. Many offer excellent programs which need wider publicity and use. All need to know about the problems each face in their own situations as well as their strengths and assets. There is never enough funding and it is crucial that every potential source of aid be coordinated for the achievement of the ultimate in library service for the handicapped. The report covers the taped portions of the institute which studied various aspects of improving library services to handicapped children including, media, use of libraries by exceptional children, library materials, school library programs, cooperation, programmed reading materials, audiovisual aids and Braille, information sources, and nation wide services. (Author/AB)

ED058894 LI003397

JOINT WORKSHOP FOR COMMUNITY PUBLIC LIBRARIANS AND LIBRARIANS SERVING PATEINTS AT ILLINOIS MENTAL HEALTH INSTITUTIONS; "IMPROVING LIBRARY SERVICES FOR THOSE WITH MENTAL HEALTH PROBLEMS" (1ST, ACTIVITY THERAPY SERVICES TRAINING SCHOOL, MANTENO STATE HOSPITAL, MANTENO, ILLINOIS, AUGUST 31 - SEPTEMBER 1, 1966). SUMMARY.

Illinois State Dept. of Mental Health, Springfield.: Illinois State Library, Springfield.
Pub Date 66 Note-30p.: (50 References)
EDRS Price MF-$0.65 HC-$3.29

The two purposes for this workshop are: (1) to provide basic foundations for the future planning and growth of library services for patients and residents in institutions of the Department of Mental Health and for all citizens of Illinois having mental health problems; and (2) to encourage cooperation and understanding between public librarians and librarians for patients and residents in institutions of the Department of Mental Health. The report contains: A general summary of the workshop; a summary of the sessions with Clara Lucioli -- the head of the Hospital and Institutions Department of the Cleveland Public Library; reports from the discussion groups; the schedule and list of participants; and a list of resource materials given to the participants. (Author/MH)

ED067131 LI003878
GUIDELINES FOR INTRODUCING MENTALLY RETARDED PERSONS TO THE PUBLIC LIBRARY.
Bialac, Verda, Comp.
Washington State Library, Olympia. Institutional Library Services.
Pub Date 70 Note-4p.;(0 References)
EDRS Price MF-$0.65 HC-$3.29

These guidelines are designed for use by persons working with the mentally retarded. They very briefly suggest how to deal with the library: discuss what you intend to do with the librarian, what privileges to request for the retarded, and what to do before going to the library. Several suggestions on what to do at the library are given and follow-up activities in the form of a library club discussion group are recommended. The goal is for the mentally retarded to be able to regularly use the public library successfully by themselves. (SJ)

ED069820# UD013022
LIBRARY SERVICE TO THE DISADVANTAGED.
Brown, Eleanor Frances
Pub Date 71 Note-560p.
Available from-The Scarecrow Press, Inc., Metuchen, N.J. ($15.00)
Document Not Available from EDRS.

In this volume, an attempt is made to show what services libraries are now providing for (1) the economically deprived, (2) the physically handicapped, (3) the mentally handicapped, (4) those suffering from racial discrimination, (5) those confined in prisons or other types of institutions, (6) the elderly, (7) neglected youth, and (8) those with a language barrier (including illiteracy). The special problems in working with each of the eight groups are stated. A brief description and summary of some of the various library programs now under way in the United States is given, along with a review of the psychological approach and techniques being used by these libraries. Needs for further programs are suggested. This volume is intended mainly as a source book for project and program ideas for libraries now engaged in working with the disadvantaged or planning to do so. It is also hoped that it will give an overview of the progress to date in work with the disadvantaged by bringing together much of the thinking and many of the ideas that have appeared in literature or in conferences in the last two years. (Author/JM)

EJ067079 LI502560
WHEN THE BLIND BEGIN TO READ
Hunsicker, Marya School Library Journal; 79-80 Nov 72
The books children with low vision need and want are in the libraries: the problem is in identifying them. As a partial step toward meeting this need a selective list of 78 large print titles is given. (Author/WH)

ED067797 EC050073

PUBLIC LIBRARY SERVICES FOR THE PHYSICALLY HANDICAPPED.

Canadian Library Association, Ottawa (Ontario).

Pub Date 72 Note—35p.

EDRS Price MF-$0.65 HC-$3.29

Five brief articles provide librarians with information intended to enable them to serve the library needs of the physically handicapped. Presented are the results of a survey of the services and resources available to the physically handicapped in public libraries across Canada. Discussed are recommendations for libraries from national organizations for the handicapped based in Toronto which deal with such handicaps as blindness, cerebral palsy, deafness, multiple sclerosis, paraplegia, and Parkinson's disease. Organizations and institutions serving the physically handicapped in British Columbia are examined to determine the extent of existing library services and possible improvements. The Toronto public library's service to shut-ins is explained. The librarian of the Canadian National Institute for the Blind discusses the talking book and how libraries can serve the physically handicapped who cannot use books. (GW)

EJ037904 EC032260

THE SCHOOL LIBRARY IN THE EDUCATION OF HANDICAPPED CHILDREN

Velleman, Ruth A. Rehabilitation Literature; 32; 5; 138-40 May 71

EJ062447 EC042298

THE LIBRARIAN AND THE EXCEPTIONAL CHILD

Duplica, Moya M. Rehabilitation Literature; 33; 7; 198-203 Jul 72

The first half of the article focuses on describing the mentally retarded child and his family, while the second half explains the role of the librarian in serving the retarded child and his family. (CB)

Programmed Instruction

EJ010852 EM500510
PROGRAMED INSTRUCTION: AN EXPLORATION INTO ITS EFFECTIVENESS WITH THE HANDICAPPED CHILD
Pfau, Glenn S. Audiovisual Instr; 14; 9; 24-7 69 Nov

EJ061001 PS502035
A TEAM APPROACH USING CASSETTE TAPES
Scoggins, Roy T., Jr.; And Others Children Today; 1; 4; 16-9 Jul-Aug 72
Describes a new program at the Coastal Center, an institution for mentally retarded children near Charleston, South Carolina. (MB)

ED003063 24
COMPARISON OF TWO AUTOMATED TEACHING PROCEDURES FOR RETARDED CHILDREN.
MALPASS, LESLIE F. ; AND OTHERS
University of South Florida, Tampa.
Report No.-CRP-1267
Pub Date 63 Note-106P.
EDRS PRICE MF-$0.65 HC-$6.58

A STUDY WAS DESIGNED TO EVALUATE THE USEFULNESS OF AUTOMATED TEACHING PROCEDURES FOR HELPING MENTALLY RETARDED CHILDREN LEARN WORD RECOGNITION, READING, AND SPELLING. THE SUBJECTS FOR THE STUDY (66) WERE DRAWN FROM ESTABLISHED PUBLIC SCHOOL CLASSES FOR THE EDUCABLE MENTALLY RETARDED. SUBJECTS, RANGING IN AGE FROM 8-16 YEARS, WERE MATCHED AND ASSIGNED RANDOMLY TO EITHER AN AUTOMATED TEACHING GROUP OR TO A CONVENTIONAL CLASSROOM GROUP. THREE HYPOTHESES WERE TESTED--(1) THERE WILL BE NO DIFFERENCES BETWEEN AUTOMATED TEACHING AND STANDARD INSTRUCTION FOR TEACHING SELECTED TASKS, (2) EFFECTIVE RETENTION OF SKILLS, TAUGHT THROUGH AUTOMATED MEANS, WILL BE DEMONSTRATED BY POST-LEARNING TASKS, AND (3) NO SIGNIFICANT DIFFERENCES WILL BE FOUND BETWEEN AN AUTOMATED PROCEDURE UTILIZING A MULTIPLE-CHOICE METHOD AND ONE UTILIZING A TYPEWRITER KEYBOARD METHOD. HYPOTHESIS ONE WAS REJECTED IN LIGHT OF SIGNIFICANT SKILL IMPROVEMENT BY SUBJECTS USING BOTH AUTOMATED TEACHING PROCEDURES OVER CONVENTIONAL METHODS. HYPOTHESIS TWO WAS PARTIALLY SUPPORTED. SPELLING IMPROVEMENT WAS RETAINED OVER A RELATIVELY SHORT PERIOD. HYPOTHESIS THREE WAS PARTIALLY SUPPORTED. IN VIEW OF THE FINDINGS, FURTHER RESEARCH CONCERNING AUTOMATED TEACHING WITH THE RETARDED WAS RECOMMENDED. (JC)

EJ068229 EC050474
PROGRAMED INSTRUCTION: TEACHING COINAGE TO RETARDATED CHILDREN
Wunderlich, Richard A. Mental Retardation; 10; 5; 21-3 Oct 72

ED003654 56
A COMPARISON OF AUTOMATED TEACHING PROGRAMS WITH CONVENTIONAL TEACHING METHODS AS APPLIED TO TEACHING MENTALLY RETARDED STUDENTS.
PRICE, JAMES E.
Partlow State School, Tuscaloosa, Ala.
Report No.-NDEA-VIIA-670
Pub Date 61 Note-13P.
EDRS PRICE MF-$0.65 HC-$3.29

TWO METHODS OF PRESENTING PROGRAMED MATERIAL AND THE EFFECTIVENESS OF THE INSTRUCTION ON MENTAL RETARDATES WERE STUDIED--(1) ANSWER-CONSTRUCT (A-C) WHICH REQUIRED THAT THE ANSWER BE WRITTEN-IN AND (2) MULTIPLE CHOICE (MC) WHICH REQUIRED THAT THE CORRECT ANSWER BE CHOSEN AND MARKED. THE SUBJECTS WERE 36 STUDENTS ATTENDING A STATE INSTITUTION FOR THE MENTALLY RETARDED. TWO EXPERIMENTAL GROUPS WERE DESIGNATED AND ASSIGNED. A THIRD GROUP (CONTROL) WAS ESTABLISHED TO RECEIVE CONVENTIONAL INSTRUCTION. THE SUBJECTS RECEIVED INSTRUCTION IN ARITHMETIC BY MEANS OF TEACHING MACHINES. PRE- AND POST-TESTS WERE ADMINISTERED AND THE RESULTS COMPARED. RESULTS INDICATED THAT (1) THE RETARDED CHILD DOES ADAPT TO PROGRAMED LEARNING AND APPEARS TO MAKE AS MUCH PROGRESS AS WITH CONVENTIONAL TEACHING, AND IN LESS TIME, (2) THERE WERE NO SIGNIFICANT DIFFERENCES BETWEEN GROUPS IN AMOUNT LEARNED IN THE SUBTRACTION COURSE WHERE THE MC METHOD RESULTED IN CONSIDERABLE IMPROVEMENT CONTRASTED WITH NO IMPROVEMENT IN THE AC OR CONVENTIONAL GROUPS. (RS)

EJ033439 EC031662
THE CREDIBILITY OF PROGRAMED MATERIAL AS AN INSTRUCTIONAL TECHNIQUE WITH MENTALLY RETARDED PUPILS
Dezelle, Walter Education and Training of the Mentally Retarded; 6; 1; 16-9 Feb '71

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 02978
Programmed instruction: Today's challenge in educating visually handicapped.
Morin, Edward A.
Portland State U.
Education of the Visually Handicapped 1970, Mar, Vol. 2(1), 8-11

As a result of the lack of sufficient personnel trained to teach the visually handicapped, new and more efficient methods of teaching have been sought. The contributions of the programed instruction method of teaching and learning are related to the fact that ''it is a systematic method of teaching which is based on a rational theory of learning.'' A definite method of information presentation and for skill development is available, thereby facilitating a more accurate objective measurement and evaluation of performance. Predictable results of programed instruction appear to be consistent, and these methods are deemed as being one of the most favorable prospects.

DOC YEAR: 1971 VOL NO: 46 ABSTRACT NO: 07481
An attempt to increase specific reading vocabulary by means of programmed instruction among children with impairment of hearing.
Devine, Francis S.
U. Nebraska
Dissertation Abstracts International 1971, Feb, Vol. 31(8-A), 3950-3951.

Resource Centers

EJ048846 EC040616
RESOURCE CENTERS FOR TEACHERS OF HANDICAPPED CHILDREN
Moss, James W. Journal of Special Education; 5; 1; 67-71 W/Spr 71

EJ084554 EC052437
DESCRIBING RESOURCE TEACHER PROGRAMS
Jenkins, Joseph R.; Mayhall, William F. Exceptional Children; 40; 1; 35-6 Sep 73

Resource teacher programs designed to keep handicapped learners in the educational mainstream can be seen to differ across certain dimensions, though they should share some common standard attributes. (DB)

ED002602
MORGAN STATE COLLEGE, INSTITUTE FOR TEACHERS OF DISADVANTAGED YOUTH, THE READING CENTER.
ALTMAN, PAULINE
Morgan State Coll., Baltimore, Md.
Note-10P.

THE CENTER ATTEMPTS TO ADAPT METHODS AND MATERIALS TO PREVAILING CIRCUMSTANCES, TO ASCERTAIN AND UTILIZE ALREADY AVAILABLE READING AND LANGUAGE RESPONSES OF CHILDREN (MEAGER AS THEY MAY BE), AND TO LEAD CHILDREN THROUGH CAREFULLY PACED RESPONSES WHICH EVOKE APPROVAL AND SUBSEQUENT PROGRESS. THE READING SPECIALIST DEMONSTRATES APPROPRIATE TECHNIQUES, AND STUDENT TEACHERS ARE LATER PROVIDED AN OPPORTUNITY FOR WORKING WITH CHILDREN, EMULATING TECHNIQUES, EXPERIMENTING WITH THEIR OWN CREATIVE APPROACHES, AND EVALUATING CHILDREN'S RESPONSES. TEN "RETARDED READERS" TAUGHT IN THE CENTER HAVE COMPLETED THE THIRD GRADE. OTHER THAN THE 1/2 HOUR DAILY OF WORK IN PHONICS, THE CHILDREN ENGAGE IN A VARIETY OF PLANNED SENSORY AND LINGUISTIC EXPERIENCES. CERTAIN EVIRONMENTAL FACTORS IN THE HOME CREATE PROBLEMS AND DEFICIENCIES AMONG CULTURALLY DEPRIVED CHILDREN. FOR EXAMPLE, PARENTS MAY SPEAK ONLY IN CONCRETE TERMS. THUS THE CHILD IS UNABLE TO THINK AND SPEAK ABSTRACTLY. THE TEACHER CAN HELP THE CHILD DEVELOP BY USING VARIED TYPES OF QUESTIONS AND WRITTEN MATERIALS WHICH AID CLASSIFICATION AND RELATIONSHIP PERCEPTION.

EJ025709 SP500333
THE LEARNING POTENTIAL CENTER: A REPORT
Harlow, Steven D. Coll Educ Rec (Univ N Dak); 55; 7; 156-157 Apr '70

EJ015835 EC500990
THE LEARNING RESOURCE CENTER FOR EXCEPTIONAL CHILDREN
Valett, Robert E. Except Children: 36: 7: 527-30 70 Mar

EJ002487 AA501158
SPECIAL SERVICE FOR CHILDREN WITH LEARNING DISABILITIES
Ritchie, Hugh Educ Can; 9; 1; 52-53 69 Mar

Placement

EJ050439 EC040830

THE PLACEMENT OF PSEUDO-RETARDED CHILDREN IN CLASSES FOR MENTALLY RETARDED

Tuckman, Stuart Academic Therapy Quarterly; 7; 2; 165-70 W 71/72

ED037834# EC004280

SPECIAL EDUCATION IN THE REGULAR CLASSROOM. JOHN DAY BOOKS IN SPECIAL EDUCATION.

Siegel, Ernest

Pub Date Jul 69 Note—171p.

Available from—John Day Company, Inc., Publishers, 200 Madison Avenue, New York, New York 10016 ($5.50)

Designed for regular classroom teachers, the book concerns the minimally handicapped child. Concepts discussed are an introduction to special education and the problems of the mildly handicapped child who is mentally retarded, brain injured, or emotionally disturbed, and techniques to aid the teacher with student problems of self-concept, anxiety, attention, organizing, copying written material, coordination, abstract thinking, behavioral problems, and social immaturity. Also included are some additional aspects of the teacher's role such as assisting in identification, gathering information, using supportive services, participating in training programs, lesson planning, and consulting with parents. The role of the school administrator in supporting the teacher, the child, and the program itself and in working with the community is also presented along with the obligations of teacher-training institutions in teacher preparation and cooperation with the community. References follow each chapter. (LE/JM)

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 07728

Effectiveness of special class placement for children labeled neurologically handicapped.

Bersoff, Donald N.; Kabler, Michael; Fiscus, EdwardAnkney, Robert

U. Georgia

Journal of School Psychology 1972 Jun Vol. 10(2) 157-163

Exposed 42 6.5-10.5 yr. old children who had been labeled neurologically handicapped (NH) subsequent to psychological and medical evaluation to 1 of 3 treatments: (a) placement in a self-contained classroom for NH children (n = 2), (b) retention in a regular class with additional help from tutors 3-5 hr/wk (n = 17), and (c) retention in a regular class with no extra help (n = 13). Effects on academic achievement and visual-motor functioning were compared after approximately 18 mo. under the experimental conditions; no significant differences among the 3 groups were found. The design of the study is criticized with the aim of aiding future investigators. The consequences of labeling and segregating of children called NH where there is little genuine evidence of such dysfunction and little support for effectiveness of such a procedure is discussed. (26 ref.)

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 12089
Factors in special class placement.
Rubin, Rosalyn A.; Krus, Patricia; Balow, Bruce
U. Minnesota
Exceptional Children 1973 Apr Vol. 39 (7) 525-532

Identified factors associated with placement in classes for the educable retarded. Tests administered to determine grouping included the WISC, Metropolitan Readiness Tests Wide Range Achievement Tests, and Stanford Achievement Tests. Comparisons were made between a group of 17 low IQ (<80) regular class Ss and 3 groups of special class Ss: (a) 18 low IQ (<80) Ss, (b) 9 average IQ (80) Ss, and (c) the total group of 32 special class Ss. No differences were found between regular and special class Ss on preschool readiness and language development or on achievement prior to differential placement. Significant socioeconomic status differences favored the regular class Ss. Both low socioeconomic status and poor school behavior were associated with special class placement of average IQ Ss. At 9 yrs of age, significant differences favoring regular class Ss were found on measures of academic achievement. These differences were attributed to the effects of differential school placement. (19 ref.)

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 07803
The mildly retarded as casualties of the educational system.
Forness, Steven R.
U. California, Medical School, Los Angeles
Journal of School Psychology 1972 Jun Vol. 10 (2) 117-126

Considers that some children in public schools merit special education placement and subsequent status as mentally retarded primarily because of faults inherent in the organizational and instructional system in the regular grades and not necessarily because of any inherent limitations in themselves. Among the reasons why such children become casualties of the educational system are ignorance of motivational and situational aspects of mental retardation, lack of systematic early identification, misapplication of social reinforcement techniques, lack of administrative support, and the organizational structure of special education itself. These aspects are discussed and possible remedies are proposed. (50 ref.)

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 12071
Special education for the emotionally disturbed.
Schultz, Edward W.; Hirshoren, Alfred; Manton, Anne B.Henderson, Robert A.
U. Illinois
Exceptional Children 1971 Dec Vol. 38 (4) 313-319

Gathered questionnaire data from state directors of special education in each of the 50 states and the District of Columbia regarding the current status of public school services for emotionally disturbed children. Data includes terminology and definitions, prevalence estimates, educational services available, program standards, eligibility and placement, termination of special services, exclusion procedures, and administrative organization of programs. Data were analyzed for the entire country and geographic regions. Regional and national highlights are reported to provide some current information on present programs.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 03730
A comparison of the first year academic achievement of educable mentally retarded children enrolled in middle school resource and self-contained classrooms.
Davis, Earl E.
U. Alabama
Dissertation Abstracts International 1973 Mar Vol. 33(9-A) 4977

ED002775 24
A COMPARISON OF POSTSCHOOL ADJUSTMENTS OF REGULAR AND SPECIAL CLASS RETARDED INDIVIDUALS SERVED IN LINCOLN AND OMAHA, NEBRASKA, PUBLIC SCHOOLS.
CARRIKER, WILLIAM R.
Nebraska State Dept. of Education, Lincoln.
Report No.-CRP-146
Contract-OEC-SAE-6445
Pub Date 57 Note-186P.
EDRS PRICE MF-$0.65 HC-$6.58
A COMPARISON OF THE PRESENT STATUS OF A GROUP OF MENTALLY RETARDED INDIVIDUALS WHO HAD BEEN TAUGHT IN SPECIAL CLASSES WITH A COMPARABLE GROUP OF MENTALLY RETARDED INDIVIDUALS WHO HAD NOT BEEN ENROLLED IN SPECIAL CLASSES WAS MADE. THE SUBJECTS OF THIS STUDY WERE TWO GROUPS (N EQUALED 40) OF MENTALLY HANDICAPPED INDIVIDUALS WHO HAD ATTENDED PUBLIC SCHOOLS, THE ONE GROUP IN THE SPECIAL EDUCATION PROGRAM NOT LESS THAN 1 YEAR, AND THE OTHER IN THE REGULAR SCHOOL PROGRAM. EACH GROUP WAS STUDIED THROUGH PARENTAL, SOCIOLOGICAL AND EMPLOYMENT DATA IDENTIFICATION. COMPARISONS WERE MADE IN TERMS OF IDENTIFICATION AND DESCRIPTION OF COMMUNITY, OCCUPATIONAL, AND PERSONAL POSTSCHOOL ADJUSTMENTS. IT APPEARED THAT THE SUBJECTS FROM BOTH GROUPS HAVE DONE EXCEPTIONALLY WELL IN BECOMING ACCEPTABLE CITIZENS WITHIN THE COMMUNITY. THIS TENDS TO AGREE WITH MOST OF THE RECENT STUDIES CARRIED OUT IN REGARD TO THE ADJUSTMENT OF MENTALLY RETARDED INDIVIDUALS WHO HAVE BEEN IN SPECIAL CLASSES OR INSTITUTIONS. (GC)

EJ040847 EC032707
FORUM: A TRAINING BASED MODEL FOR SPECIAL EDUCATION
Lilly, M. Stephen Exceptional Children; 37; 10; 745-9 Sum 71
Equipping regular class teachers with skills necessary for coping with problem situations is recommended as an alternative to special classes for children with relatively mild behavioral, emotional, or learning problems. (KW)

EJ076292 EC051194
MODEL FOR PREPARING REGULAR CLASSROOM TEACHERS FOR ¬MAINSTREAMING''
Yates, James R. Exceptional Children; 39; 6; 471-2 Mar 73

ED056432 EC040378

EXCEPTIONAL CHILDREN IN REGULAR CLASSROOMS.

Reynolds, Maynard C., Ed.; Davis, Malcolm D., Ed.

Minnesota Univ., Minneapolis. Dept. of Special Education.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Pub Date 71 Note-133p.

Available from-Dept. of Audio-Visual Extension, University of Minnesota, 2037 University Avenue, S.E., Minneapolis, Minnesota 55455 ($1.95)

EDRS Price MF-$0.65 HC-$6.58

Presented are 16 brief essays concerned with strategies of heterogeneous grouping, administrative change, teacher qualifications, and teacher education for improving regular educational services for handicapped children. The essays were written to widen perspectives on the means by which the Special Education Training Branch of the Bureau for Educational Personnel Development (BEPD) might accomplish its mission. Authors address themselves to the following issues: relationship of regular and special education; integration of regular and special education; effects of integration of regular and special education; administrative change needed for integrating regular and special education; qualifications of regular teachers in teaching exceptional children; additional training for regular teachers; supportive help for regular teachers; school structure; roles of school psychologists and other personnel workers in an integrated system; training programs needed by regular teachers that can be provided by BEPD; and existing programs of integrated regular and special education. (CB)

EJ007994 EC500478

SELF CONCEPT AND THE NEED FOR EXCLUDING CERTAIN DEVIANT CHILDREN FROM EMR SPECIAL CLASSES

Hogenson, Dennis L. Ment Retardation; 7; 4; 44-5 69 Aug

ED065950 EC042667

A STUDY TO DETERMINE TEACHER ATTITUDE TOWARD TEACHING SPECIAL CHILDREN WITH REGULAR CHILDREN.

Johnston, William

Pub Date .72. Note-12p.

EDRS Price MF-$0.65 HC-$3.29

The investigation to determine teacher attitudes toward regular class placement for handicapped children included an opinionnaire, eight personal contacts with teachers, and four observations. Results indicated that every teacher answering the opinionnaire agreed that class progress was not impeded by presence of the handicapped student. The overall finding was that teachers did not find having a special student in the class a problem. Many teachers expressed amazement at the achievement of the handicapped children. Availability of resource teachers was found to be helpful to regular teachers. (CB)

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 05850
Teacher attitudes associated with the integration of handicapped children.
Shotel, Jay R.; Iano, Richard P.; McGettigan, James F.
Temple U.
Exceptional Children 1972 May Vol. 38(9) 677-683

Designed and administered a questionnaire to 115 teachers assessing attitudes toward handicapped children with respect to their integration into the regular program, their potential for academic and social adjustment, the teachers' competencies for teaching the children, and the need for special methods and materials in teaching handicapped children. The experimental group consisted of teachers in schools participating in an integrative resource room program, and the control group consisted of teachers in schools with self-contained special classes. Results indicate the resource room program had slight to moderate effects on teachers' attitudes and raised questions concerning the feasibility of integrating educable mentally retarded children into regular classes in schools utilizing the conventional grade organizational pattern.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 00973
Teacher acceptance and perception of behavior of physically handicapped pupils transferred from special to regular classes.
Pell, Dawn M.
Brigham Young U.
Dissertation Abstracts International 1973 Feb Vol. 33(8-A) 4209

EJ084517 EC052327
TEACHER ATTITUDES ASSOCIATED WITH THE INTEGRATION OF HANDICAPPED CHILDREN
Shotel, Jay R.; And Others Exceptional Children; 38; 9; 677-83 May 72

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 11953
Keeping exceptional children in regular classes.
Christopolos, Florence
Bowie State Coll.
Exceptional Children 1973 Apr vol. 39(7) 569-572

Summarizes priorities developed after experiences in 1st-grade public school classes under a pilot learning disabilities teacher education program. Interstudent tutoring, record keeping, and task analysis are discussed as 3 methods by which exceptional children can be integrated into regular classes. Traditional psychological assessment should be used only after these methods have been tried. Emphasis is placed on the teacher's goals and methods; in-service retraining or renewal are viewed as important only if ability integration programs are to be developed.

EJ073146 EC050959
SHALL WE DISBAND SPECIAL CLASSES?
Iano, Richard P. Journal of Special Education; 6; 2; 167-77 Sum 72

ED074678 EC051698
INSTRUCTIONAL ALTERNATIVES FOR EXCEPTIONAL CHILDREN.
Deno, Evelyn N., Ed.
Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
Spons Agency-National Center for Improvement of Educational Systems (DHEW/OE), Washington, D. C.
Grant-OEG-0-9-336-005(725)
Pub Date .73. Note-211p.
Available from-The Council for Exceptional Children, 1411 South Jefferson Davis Highway, Arlington, Virginia 22202 ($2.50)
EDRS Price MF-$0.65 HC-$9.87

The monograph presents 15 papers on the provision of special education services within the regular classroom. Common areas of concern of many of the authors include the following: the separation of the regular and special education systems is not educationally sound; traditional ways of labeling handicapped children are of limited educational value; evaluation of outcomes of educational intervention is a public concern; the team approach to diagnosis and treatment has not been as effective as anticipated; and much of the child's learning takes place outside the school. The first section on programs training service strategists presents a paper each on the following five models: statistician, learning problems, consulting teacher, diagnostic prescriptive teacher, and classroom specialist. Resource systems are discussed in four papers of the second section which present precision teaching at both the elementary and secondary levels, a resource system for the educable mentally handicapped, and a general special education resource teacher model. Considered in the third section on structural change approaches are structural reform in an elementary school, structural reform in a total school district, preparing handicapped children for regular class participation, and clarifying sub-system service responsibilities. The final section offers commentaries on future directions and innovations. (DB)

EJ061999 EC042432
INTEGRATION OF THE HANDICAPPED: WHAT DEMANDS WILL BE MADE?
Gjessing, Hans-Jorgen Slow Learning Child; 19; 1; 28-39 Mar 72

Integration of the handicapped child, and of the mentally retarded child in particular, into the regular class is discussed generally. (CB)

DOC YEAR: 1967 VOL NO: 41 ABSTRACT NO: 06162
INTEGRATING THE HANDICAPPED CHILD: REPORT OF A RESEARCH AND DEMONSTRATION PROGRAM.
HOLMES, DOUGLAS
ASSOCIATED YM-YWHAS OF GREATER NEW YORK, NEW YORK
JOURNAL OF JEWISH COMMUNAL SERVICE 1966 , 43(2), 182-188.

A REPORT ON A 3-YR RESEARCH AND DEMONSTRATION PROGRAM DEALING WITH THE INTEGRATION OF ORTHOPEDICALLY HANDICAPPED CHILDREN INTO PLAY GROUPS OF NONHANDICAPPED CHILDREN. THE EVALUATION OF THE OUTCOMES OF THE STUDY WITH PARTICULAR REFERENCE TO GROUP-WORK PRACTICE IS DISCUSSED.

EJ066545 EC050238

GILDING THE LILLY: COMMENTS ON THE TRAINING BASED MODEL

Cartwright, G. Phillip; Cartwright, Carol A. Exceptional Children; 39; 3; 231-4 Nov 72

Proposed are two decision models intended to be followed by regular teachers, with the consultation of special educators, in the identification of handicapped children and in the provision of direct services to handicapped children in regular classrooms. (GW)

ED058707 EC041289

COMMENTS ON PROVIDING SPECIAL EDUCATION WITHOUT SPECIAL CLASSES.
STUDIES IN LEARNING POTENTIAL, VOLUME 2, NUMBER 25.

Budoff, Milton

Research Inst. for Educational Problems, Cambridge, Mass.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Grant-OEG-0-8-080506-4597(607)

Pub Date 71 Note-19p.

EDRS Price MF-$0.65 HC-$3.29

The discussion of educating handicapped children without special classes emphasizes the importance of looking at the educational process in socio-psychological terms. Referred to are some of the unsuccessful results of segregating students, such as achievement of similar or smaller academic gains, perpetuation of much of the mild mental retardation observed in schools (particularly that which is culturally influenced), and psychological damage to the segregated students. Removal of the stigma attached to special class placement and development of social skills are seen as major reasons for integration in a regular class with support services provided as needed. Discussed are considerations relating to the feasibility of regular class placement: flexibility of school structure; amenability of regular teachers; age, ability, and achievement range of school population; suburban versus urban students and their particular problems; degree of handicap; and ability to make learning potential assessments. (KW)

EJ066672 EM502865

MIRACLES FOR THE RETARDED

Belkin, Larry AV Guide: The Learning Media Magazine; 51; 9; 8-10,18-19 Sep 72

EJ069868 EC050850

DOWN WITH (MOST) SPECIAL EDUCATION CLASSES!

Kraft, Arthur Academic Therapy; 8; 2; 207-16 W 72-73

Discussed are undesirable proliferation of special education classes and some possible alternatives which could increase the number of children able to remain in regular classes. (KW)

Open Education

ED077173 EC052039
THE EXCEPTIONAL CHILD IN THE OPEN MIDDLE SCHOOL.
Fahrney, Louise C., Ed.
Florida State Dept. of Education, Tallahassee. Education for Exceptional Children Section.
Pub Date .72. Note-98p.
EDRS Price MF-$0.65 HC-$3.29

Reported are the conclusions of a summer institute of special educators for the purpose of evaluating the appropriateness of the open-middle school for the exceptional child. The study is based on the ideas of architects Michael Bednar and David Haviland, who order exceptionalities along a continuum of intactness of the adaptive mechanism and describe environmental variables in terms of 15 basic environmental conceptualizations such as consistency, privacy, articulation among spaces, movement, and acoustical settings. Presented in chart form by severity of impairment are the intellectual, physical, social/emotional, and vocational characteristics of 10 to 14-year-old handicapped children. A mini-matrix examines the relationship between the program factor of flexibility with the 15 environmental conceptualizations. An observation check sheet is suggested as a means of evaluating whether basic environmental factors conducive to learning for exceptional children exist within a given school. Among the conclusions of the institute participants are the importance of the basic environmental conceptualizations in the effective open middle school and the need for caution in the inclusion of deaf, socially maladjusted, and emotionally disturbed children in the open middle school. (DB)

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 07762
Open education for emotionally disturbed children.
Knoblock, Peter
Syracuse U., Div. of Special Education & Rehabilitation
Exceptional Children 1973 Feb Vol. 39(5) 358-365

Defines open education as a system of democratic practices based on the psychological propositions that each child learns differently, that learning is optimal in a rich environment that encourages exploration, and that children learn best when self-directed. The child and teacher behaviors encouraged in open education are outlined and discussed. It is suggested that open education is a more viable system than traditional education in meeting the needs of the emotionally disturbed child in 5 problem areas: authority relationships, tendencies towards withdrawal, relationships with adults, control of feelings and environment, and self-concept. (26 ref.)

PERSONNEL UTILIZATION

Content Concerns 279

Content Concerns

EJ059211 SE506078

TIME DEVOTED TO INSTRUCTION AND STUDENT ACHIEVEMENT

Begle, E. G. Educational Studies in Mathematics; 4; 2; 220-224 Dec 71

A small study showed that low ability students learned as much in three days' instruction as medium ability students in two days and high ability students in one day. The topic was base five numeration. (MB)

ED071252 40 EC050527

FACILITATION OF COGNITIVE DEVELOPMENT AMONG CHILDREN WITH LEARNING DEFICITS. FINAL REPORT.

Bulgarella, Rosaria A.

California State Coll., San Bernardino Foundation, San Bernardino.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.-BR-8-0054

Grant-OEG-0-8-080054-2694(032)

Pub Date Aug 71 Note-360p.

EDRS Price MF-$0.65 HC-$13.16

The project, consisting of five experiments, attempted to develop remedial procedures and materials for retarded children with learning deficits in the area of arithmetic. Standardized training procedures were devised to facilitate development of operations (conservation, ordination, cardination, and classification) which J. Piaget describes as related to number readiness. Training procedures included manipulation of objects, introduction of conflict, individual programing, knowledge of results, and training to criterion. The experiments treated the following five topics respectively: the acquisition of conservation of quantity by educable mentally retarded children; the acquisition of conservation, ordination, cardination, and classification by educable retardates; the acquisition of quantity by institutionalized educable and trainable retardates; the effectiveness of conservation, ordination, cardination, and classification training procedures with educable and trainable retardates; and the use of group procedures in conservation, ordination, cardination, and classification training of educable retardates. Data were found to demonstrate that it is possible to accelerate cognitive development in retarded children by means of the above training procedures. Appendixes contain information on the required materials, the procedures and the instructions for various lessons devised in the experiments. (GW)

ED014824 40 EC000544

COGNITIVE TRAINING WITH RETARDED CHILDREN, I. FINAL REPORT.

CORTER, HAROLD M. ; MCKINNEY, JAMES D.

North Carolina Univ., Raleigh. N.C. State Univ.

Report No.-BR-5-0984; RCY-2135

Pub Date 18NOV66 Note-206P.

EDRS PRICE MF-$0.65 HC-$9.87

THE MAJOR PURPOSE OF THIS RESEARCH WAS TO DETERMINE WHETHER TRAINING IN SPECIFIC COGNITIVE PROCESSES IS EFFECTIVE IN INCREASING THE COGNITIVE FUNCTIONING OF RETARDED CHILDREN. IN PHASE I OF THE PROJECT, 51 EDUCABLE RETARDED AND 18 NORMAL SUBJECTS RECEIVED A 20-DAY PROGRAM IN SIMILARITIES-DIFFERENCES CONCEPT FORMATION AND WERE COMPARED WITH 42 EDUCABLE RETARDED AND 24 NORMAL CONTROL SUBJECTS. CHANGE SCORES FOR THE EXPERIMENTAL AND CONTROL GROUPS ON 30 TEST VARIABLES, INCLUDING CONCEPT FORMATION, REASONING, INTELLIGENCE, AND ACHIEVEMENT TESTS, WERE COMPARED BY T TESTS AND A MULTIVARIATE ANALYSIS OF VARIANCE. THE HYPOTHESIS CONCERNING IMPROVEMENT IN CONCEPT FORMATION WAS STRONGLY SUSTAINED. ALSO GAINS WERE OBSERVED IN RELATED AREAS OF REASONING AND, TO A LESSER EXTENT, IN VERBAL AREAS. HYPOTHESES OF CHANGE IN GENERAL INTELLIGENCE AND ACHIEVEMENT WERE NOT SUSTAINED WHEN SIMILARITIES-DIFFERENCES EFFECTS WERE REMOVED, ALTHOUGH A GENERAL TREND IN FAVOR OF THE EXPERIMENTAL GROUPS WAS NOTED. IN PHASE II, 16 EDUCABLE RETARDED AND 16 BRIGHT NORMAL SUBJECTS RECEIVED A 20-DAY PROGRAM IN COGNITIVE FLEXIBILITY AND WERE COMPARED TO 16 CONTROL SUBJECTS IN EACH GROUP BY A 2 X 2 FACTORAL DESIGN. CHANGE WAS MEASURED BY A FLEXIBILITY TEST BATTERY, COMPOSED OF FIVE SUBTESTS, AND THE STANFORD-BINET INTELLIGENCE SCALE. SIGNIFICANT IMPROVEMENT IN THE PREDICTED DIRECTION WAS FOUND FOR BOTH TEST VARIABLES. IN PHASE III, A TEST AND TRAINING PROGRAM IN THE AREA OF PRODUCTIVITY-RESPONSIVENESS WAS DEVELOPED TO THE TRYOUT STAGE. APPENDIXES INCLUDE DAY BY DAY PLANS FOR (1) THE SIMILARITIES-DIFFERENCES CONCEPT FORMATION TRAINING PROGRAM, (2) THE COGNITIVE FLEXIBILITY TRAINING PROGRAM, AND (3) TEACHERS' MANUAL OF THE PRODUCTIVITY-RESPONSIVE TRAINING PROGRAM. THE FACTOR ANALYSIS OF THE FLEXIBILITY TESTS AND THE COGNITIVE TRAINING EXPERIMENTAL TEST BATTERY ARE INCLUDED. BIBLIOGRAPHY CITES 44 ITEMS. (AUTHOR)

EJ066530 EC050223

MEDIA AND AFFECTIVE LEARNING

Ray, Henry American Annals of the Deaf; 117; 5; 545-49 Oct 72

Teaching strategies intended to foster imagination and affective learning are discussed including sensitizing children to linguistic imagery, involving students in the learning experience, using visual arts like sculpture and painting to stimulate creative thinking, and stimulating appreciation of nonverbal expression through color and light shows. (GW)

EJ004596 EC500226

A MODEL GUIDE TO THE SPECIAL CLASSES

Tyson, Kenneth L. J Learning Disabilities; 2; 5; 269-73 69 May

EJ013649 AA504306

THE DEVELOPMENT OF A CONCEPT OF WEIGHT CONSERVATION IN E.S.N. CHILDREN

Lister, Caroline M. Brit J. Educ Psychol; 39; 3; 245-252 69 Nov

EJ044302 EC033139

SEX EDUCATION FOR THE MULTIPLE HANDICAPPED AS IT APPLIES TO THE CLASSROOM TEACHERS

Morlock, D.; Tovar, C. Training School Bulletin; 68; 2; 87-96 Aug 71

ED024179 40 EC002671

IN-SERVICE TRAINING MATERIALS FOR TEACHERS OF THE EDUCABLE MENTALLY RETARDED.

Meyen, Edward L.; Carr, Donald L.
Iowa Univ., Iowa City. Special Education Curriculum Development Center.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Bureau No.-BR-6-2883-5
Grant-OEG-3-7-002883-0499
Pub Date .66. Note-220p.
EDRS Price MF-$0.65 HC-$9.87

Developed for the educable mentally retarded, this spiral program of science instruction presents its subjects on several levels for advanced study and reinforcement. Subjects covered are animals, plants, weather and seasons, earth and earth components, the universe, forces, and the human being. Guides for the primary, intermediate, junior high, and senior high levels include general objectives, activities, and sample experiences. A complete starter unit is included for the first three levels on pets, the senses, and the weather. Suggested resource materials are listed for all levels; forms are included for teacher evaluation of the material. (LE)

EJ018110 AA505529

SPELLING FOR EMR--IT WORKS

Old, Anne T. Instructor; 79; 8; 117 70 Apr

EJ035871 TE201222

THE TEACHING OF SPELLING TO LOW ABILITY STUDENTS

Golladay, Wendy M. Elementary English; 48; 3; 366-70 Mar 71

A limited study contrasting the effects of four methods of spelling instruction: word list, programed materials, class discussion, and tachistoscope. (RD)

ED077677 SE016034
BIOLOGY FOR THE BLIND.
Tombaugh, Dorothy
Euclid City Schools, Ohio.
Spons Agency-Martha Holden Jennings Foundation, Cleveland, Ohio.
Pub Date 73 Note-75p.
Available from-ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)
Document Not Available from EDRS.

This manual provides advice and guidance to teachers of biology who may have blind children in a class of students with normal sight. The author stresses that in the objectives of high school biology curricula, there is no goal that is beyond the reach of a blind person. The first section provides suggestions for assisting blind students under the following headings: class orientation, laboratory assistants, classroom procedures, tests and equipment, and techniques. The second section is a Teacher's Guide to Biological Sciences Curriculum Study (BSCS) Version High School Biology for Blind Students. Here the author gives specific suggestions and advice on techniques which enable the blind student to take a fully active role in laboratory investigations. Also listed are supplementary readings in biology (available as recordings), supplementary biology materials, and sources of materials for the blind. (JR)

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 12077
Inquiry-oriented pictorial riddles in science for educable mentally handicapped children.
Shulene, John A.
U. Northern Colorado
Dissertation Abstracts International 1973 Jan Vol. 33(7-A) 3429-3430

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 09989
A study of the relative importance of selected pre-skills and the effects of group and individual instruction in the use of the dot overlay technique in teaching addition to the educable mentally retarded.
Regula, Charles R.
U. Oregon
Dissertation Abstracts International 1973 Jun Vol. 33(12-A) 6757

EJ056002 EC041674
ON DEVELOPING THE CONTENT FOR A LANGUAGE TEACHING PROGRAM
Miller, Jon F.; Yoder, David E. Mental Retardation; 10; 2; 9-11 Apr 72

A rationale is proposed for the content of a language development program for the mentally retarded, based on the premise that language training for retarded children can be patterned after the normal child's language development. (CB)

EJ068294 EC050591
THE SIGNIFICANCE OF THE GRAMMAR OF ONE-TO-ONE CORRESPONDENCE IN TEACHING COUNTING TO THE RETARDED
Hargis, Charles H. Education and Training of the Mentally Retarded; 6; 4; 170-71 Dec 71

ED024176 40 EC002668
IN-SERVICE TRAINING MATERIALS FOR TEACHERS OF THE EDUCABLE MENTALLY RETARDED. SESSION III.
Meyen, Edward L.; Carr, Donald L.
Iowa Univ., Iowa City. Special Education Curriculum Development Center.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Bureau No.-BR-6-2883-2
Grant-OEG-3-7-002883-0499
Pub Date .67. Note-107p.
EDRS Price MF-$0.65 HC-$6.58

Supplementing language arts for the educable mentally handicapped, the guide provides a representative unit on newspapers with core area activities, vocabulary, and 33 lesson plans. Sub-topics include community orientation, occupations, leisure time and recreation, weather, local history, money management, homemaking and home repair, transportation, social issues, place relationships, famous personalities, safety, and health. For each unit, objectives, activities, and resource materials are specified. Following the unit are a glossary of terms, a bibliography for teacher resources and reference, a bibliography and a supplemental reading list for students, and a list of films and filmstrips. Forms for teacher evaluation of the guide are included. (LE)

EJ056011 EC041683
LANGUAGE TRAINING: A PROGRAM FOR RETARDED CHILDREN
Stremel, Kathleen Mental Retardation; 10; 2; 47-9 Apr 72

Three moderately to severely retarded children who demonstrated a limited expressive noun vocabulary were placed in a language program to be trained to produce the basic grammatical relations (subject-verb-object responses). (Author)

ED029433# EC003938

TEACHING LANGUAGE ARTS TO MENTALLY RETARDED CHILDREN.

Thomas, Janet K.

Pub Date 68 Note-64p.

Available from-T.S. Denison & Company, Inc. 5100 West 82nd Street, Minneapolis, Minnesota 55431 ($4.98).

Document Not Available from EDRS.

Suggestions are made for teaching language arts to mentally retarded children. The nature of language arts, the effect of mental retardation on the learning of language arts, and the need for home-school cooperation are treated. Also described are language arts areas, the school program, methods of beginning instruction, speech training, telephones and telephone or conversational courtesies, listening, writing, and spelling. Language arts for trainable retardates are discussed. Included in the materials section, which makes up over one-third of the book, are suggestions for independent activities, teacher made games and devices, bulletin boards, and miscellaneous materials. (JK)

ED035150 40 EC004827

A LANGUAGE DEVELOPMENT PROGRAM FOR MENTALLY RETARDED CHILDREN, VOLUME II. FINAL REPORT.

Guess, Doug; And Others

Kansas Neurological Inst., Topeka.; Kansas Univ., Lawrence.

Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.

Bureau No.-BR-7-0815

Grant-OEG-0-8-070815-0216(032)

Pub Date Aug 69 Note-320p.

EDRS Price MF-$0.65 HC-$13.16

Activities geared to meet the needs and capabilities of low functioning residents (mental age 2 to 4 years) of an institution who were not benefiting from other language development material are given. The lessons incorporate material from other programs to form a series of 212 daily lesson plans. Each lesson is structured and self-explanatory and is centered around a token reinforcement system. Experiences for vocabulary recognition, conversation building, matching, critical thinking, following directions, and other language skills are described. The lesson plans contained in Volume II were developed in conjunction with the research project on A Language Development Program for Mentally Retarded Children. A full report of the methodology and results of the program is contained in Volume I, EC 004 826. (WW)

DOC YEAR: 1967 VOL NO: 41 ABSTRACT NO: 17026

AN INTRODUCTORY STUDY OF TEACHING HANDWRITING TO THE BRAIN INJURED CHILD.

GREEN, MARY I.

ST. MICHAEL SPECIAL SCHOOL, NEW ORLEANS, LA.

EXCEPTIONAL CHILDREN 1967 , 34(1), 44-45.

DESIGNED TO DETERMINE TO WHAT EXTENT THE BRAIN INJURED CHILD COULD EFFICIENTLY MASTER THE USE OF SPECIFIC TECHNIQUES, DAILY PRACTICES, AND MECHANICAL DEVICES FOR THE DEVELOPMENT OF HANDWRITING SKILL.

ED015580# EC000728

READINESS AND READING FOR THE RETARDED CHILD.

BERNSTEIN, BEBE

Pub Date 65

DOCUMENT NOT AVAILABLE FROM EDRS.

THIS TEACHER'S BOOK AND MANUAL, DESIGNED TO ACCOMPANY TWO WORKBOOKS, PRESENTS A FUNCTIONAL APPROACH TO READINESS AND READING FOR YOUNG EDUCABLE RETARDED CHILDREN. THE WORKBOOKS THEMSELVES OFFER PREPARATORY ACTIVITIES FOR CHILDREN AT THE READINESS LEVEL AND SEQUENTIAL ACTIVITIES AND MATERIALS FOR THOSE AT THE BEGINNING READING STAGE. THE TEACHER'S BOOK SUPPLIES BACKGROUND MATERIAL FOR BOTH WORKBOOKS, DEALS WITH A FAVORABLE CLASSROOM ATMOSPHERE, AND INCLUDES THE CONTENTS OF BOTH WORKBOOKS. THE THEME OF THE WORKBOOKS CENTERS AROUND THE HOME PROVIDING MEANINGFUL MATERIAL TO THE CHILD. THE TOPICS CONSIDERED ARE FAMILY HEALTH AND HYGIENE, EATING HABITS AND FOOD, RECREATION IN THE HOME, LIVING IN A HOUSE, SAFETY IN THE HOME, CARE OF CLOTHES, AND MANNERS AND COURTESY. AN EXPLANATION OF THE CONSTRUCTION OF THE READING MATERIALS PRESENTED IN THE WORKBOOKS GIVES GENERAL AND SPECIFIC DIRECTIONS TO THE TEACHER. THE RECOMMENDED METHOD (GENERAL CONSIDERATIONS, DIRECTIONS FOR THE ACTUAL LESSONS, AND SUGGESTED APPLICATION OF THE LESSONS) IS PRESENTED. IN CONSIDERING THE IMPLEMENTATION OF THE THEME, THE BOOK OUTLINES THE OBJECTIVES, INCLUDES TOPIC LESSON SHEETS, SUGGESTS ENRICHMENT EXPERIENCES AND ACTIVITIES, AND LISTS RELATED REFERENCES AND MATERIALS. A DISCUSSION OF CLASSROOM MANAGEMENT IS INCLUDED. THE VOCABULARY AND CONCEPTS RELATED TO EACH TOPIC AREA FOR THE READING GROUP ARE LISTED. THIS DOCUMENT WAS PUBLISHED BY THE JOHN DAY CO., 62 WEST 45TH STREET, NEW YORK, NEW YORK 10036, AND IS AVAILABLE FOR $4.95. (MY)

EJ051902 EC041054

SYMBOL ACCENTUATION, SINGLE-TRACK FUNCTIONING AND EARLY READING

Miller, Arnold; Miller, Eileen E. American Journal of Mental Deficiency; 76; 1; 110-7 Jul 71

Accentuated conditions, during which animated motion pictures of objects blended into their customary printed words, was found more effective than the conventional look-say presentation of objects and words in teaching retarded persons to read. (KW)

EJ057911 RE503970

SCRATCH, SNIFF. . . READ!

Reading Newsreport; 6; 4; 32-33 Feb 72

Describes reading materials designed for use with blind children which make use of fragrance particle strips which release an aroma when scratched by the reader. (VJ)

EJ037120 RE502561

BEGINNING READING DISCRIMINATION TAUGHT AT IQ 35 BY CONDITIONING

Rydberg, Sven Perceptual and Motor Skills; 32; 1; 163-66 Feb 71

ED029434# EC003939

TEACHING READING TO MENTALLY RETARDED CHILDREN.

Thomas, Janet K.

Pub Date 68 Note—86p.

Available from—T.S. Denison and Company, Inc., 5100 West 82nd Street, Minneapolis, Minnesota 55431 ($4.98).

Document Not Available from EDRS.

Suggestions are provided for teaching reading to retarded children. Methods discussed are reading areas readiness, developmental skills, phonics, independent reading, choral reading, group instruction, and individualized reading and programmed reading. Also considered are the effect of mental retardation on learning to read, the school program, means of instruction, games and play activities, teaching for meaning, daily work schedules, and reading for trainable retardates. Over half of the book consists of illustrations, including 23 of teacher made exercises, 19 of teacher made games and devices, four of bulletin board suggestions, and five of miscellaneous devices. (JK)

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 02943

Sources of visual-motor dysfunctions associated with some cases of reading disorder.

Heinrich, Max J.

Cornell U.

Dissertation Abstracts 1968, 29(1-B), 370.

EJ037127 RE502614

READING OF ATYPICAL LEARNERS

Weintraub, Samuel; And Others Reading Research Quarterly; 6; 2; 259-63 W 71

DOC YEAR: 1970 VOL NO: 44 ABSTRACT NO: 17382

Theories of Piaget and the technique of the matrix.

Simpson, Bickley F.

Boston U.

Journal of Education 1969, 152(1), 72-74.

Focuses on ''the matrix puzzle as an aid to accelerate logical classifications and serial ordering skills in handicapped children.'' The puzzle consists of 2 or more dimensional criteria, is simple to construct, facilitates such ''operational'' knowledge as that involved in Piaget's theory of development, and may be particularly valuable in teaching reading.

EJ053103 EC041248

CLASSROOM TECHNIQUES: USING CLAY BODIES IN MULTIDIMENSIONAL TEACHING OF THE RETARDED

Harcum, Phoebe H. Education and Training of the Mentally Retarded; 7; 1; 39-45 Feb 72

Described are uses of ceramics in educational programs of broad application to handicapped, particularly, mentally retarded, children. Benefits in social, emotional, and mental growth are identified. (Author/KW)

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 03412

Music therapy assessment: Prime requisite for determining patient objectives.

Cohen, Gerald; Gericke, O. L.

Patton State Hosp., Calif.

Journal of Music Therapy 1972 Win Vol. 9(4) 161-189

All professions require a data base to formulate a diagnosis and to structure a remedial or developmental program. Two basic requirements of any profession are a substantive body of knowledge and the establishment and implementation of valid goals and objectives. The goal for establishing a formal music therapy assessment procedure was ultimately to construct a standardized system capable of use by therapists working with handicapped clientele; the subgoal was to establish a professional methodology as a criterion for accreditation. The assessment outline was constructed primarily with the view to comprehensiveness. Field testing is currently being conducted, and the assessment sheets will be revised or restructured if necessary.

EJ004834 AA501889

WHAT THE PROFESSIONAL NEEDS TO CONSIDER BEFORE EMBARKING ON PROGRAMS OF RESEARCH AND DEMONSTRATION NEEDS FOR THE PHYSICALLY HANDICAPPED

Nugent, Timothy J. J Health Phys Educ Recreation; 40; 5; 47-48 69 May

EJ012158 AA504103

GRADUATION IN RECREATION PROGRAM

Pomeroy, Janet J Health Phys Educ Recreation; 40; 9; 79-80 69 Nov-Dec

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 13357

An analysis of leadership styles of recreation leaders in a setting for normal and educable mentally handicapped children.

Shuster, Susan K.

U. Illinois

Dissertation Abstracts 1969, 29(8-A), 2452.

EJ050805 RE503535
SUCCESSIVE DISCRIMINATION LEARNING OF CHILDREN WITH AND WITHOUT PERCEPTUAL-MOTOR HANDICAPS
Wilson, Lonny R. Perceptual and Motor Skills; 33; 3; 935-42 Dec 71

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 08937
Perceptual-motor development and learning.
Crawford, Lee
Edgemoor School, Houston, Tex.
Houston, Tex: Edgemoor, 1968. v, 18 p.

DOC YEAR: 1971 VOL NO: 46 ABSTRACT NO: 05515
Effects of a physical developmental program on psychomotor ability of retarded children.
Chasey, William C.; Wyrick, Waneen
U. Texas
American Journal of Mental Deficiency 1971, Mar, Vol. 75(5), 566-570

The Oseretsky Tests of Motor Proficiency were administered to 27 73-146 mo. old educable mentally retarded (EMR) children before and after participating in a 15-wk physical developmental program, and to 20 EMR children not enrolled in the developmental program. A comparison of pre- and postprogram performances on the Oseretsky tests indicated that: (a) EMR children receiving a concentrated physical education program improved significantly in the gross motor skill components of the Oseretsky tests, and (b) these improvements resulted in the experimental EMR group surpassing the control group on the majority of items of the posttest. (19 ref.)

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 14816
The development and testing of an embossed notation system as a method of teaching motor skills to blind children.
Heidorn, Jane H.
Ohio State U.
Dissertation Abstracts 1969, 29(9-A), 2985-2986.

EJ062000 EC042433
PHYSICAL ACTIVITIES FOR MENTALLY RETARDED SCHOOL CHILDREN
McLeod, J.; And Others Slow Learning Child; 19; 1; 40-52 Mar 72

EJ020067 AA506459
WHIZZERS ON WHEELCHAIRS
Williams, Marian Instructor; 79; 10; 71-3 70 Jun/Jul

ED0197650 EC000732
PLAY THERAPY WITH MENTALLY SUBNORMAL CHILDREN.
LELAND, HENRY ; SMITH, DANIEL E.
Pub Date 25AUG65
DOCUMENT NOT AVAILABLE FROM EDRS.

THE USE OF PLAY THERAPY WITH MENTALLY SUBNORMAL CHILDREN IS EXPLORED, AS IT ENABLES SUCH CHILDREN TO REALIZE THEIR POTENTIALS AND TO INTERACT MORE ADEQUATELY WITH THEIR ENVIRONMENT. A CONSIDERATION OF GENERAL AND THEORETICAL PROBLEMS AND A CONCEPTION OF THE DEVELOPMENT OF MAN'S ESSENTIAL QUALITIES ARE PRESENTED. A GENERALIZED THEORY OF PLAY THERAPY IS ESTABLISHED AND RELATED TO THE LEARNING PROCESS. THEORETICAL IMPLICATIONS OF PLAY THERAPY APPROPRIATE FOR SUBNORMAL CHILDREN ARE DISCUSSED. TECHNIQUES AND PROCEDURES OF PLAY THERAPY ARE EXAMINED. DESCRIPTIONS ARE GIVEN OF VARIOUS METHODS WHICH USE COMBINATIONS OF STRUCTURED OR UNSTRUCTURED MATERIALS AND STRUCTURED OR UNSTRUCTURED TECHNIQUES. TECHNIQUES OF DIAGNOSIS AND EVALUATION EMPLOYING PLAY THERAPY ARE CONSIDERED. INDICATION IS MADE OF THE USE OF VARIOUS TYPES OF PLAY THERAPIES IN REFERENCE TO THE CHILD'S ADAPTIVE BEHAVIOR, INTELLIGENCE, AND HIS RELATIONSHIP TO HIS ENVIRONMENT. PLAY THERAPY AS RELATED TO OTHER POSSIBLE TREATMENT MODALITIES, DIAGNOSIS, AND RESEARCH IS ALSO DISCUSSED. REFERENCES ARE PROVIDED. THIS DOCUMENT WAS PUBLISHED BY GRUNE/STRATTON, INC., 381 FOURTH AVENUE, NEW YORK, NEW YORK 10010, AND IS AVAILABLE FOR $7.75. (MU)

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 09669
Changes in play therapy behaviors over time as a function of differing levels of therapist-offered conditions.
Siegel, Claire L.
Michigan State U.
Journal of Clinical Psychology 1972 Apr Vol. 28(2) 235-236

16 learning disability children were seen by a therapist for play-therapy sessions. 4 children with high therapist-communicated conditions of accurate empathy, unconditional positive regard, and genuineness were compared to 4 children who received low levels on the 3 conditions. High-conditions Ss made more insightful and positive statements about themselves than the low-conditions Ss. Statistically significant behavior changes occurred over time in play therapy and were related to differing levels of therapist-communicated conditions. A modeling effect is hypothesized to account for the findings.

EJ079541 EA503873
PLAYGROUNDS CAN BE "EXPERIENCE EQUALIZERS"
Gordon, Ronnie American School and University; 45; 10; 37-38,40-41
Jun 73

Describes the custom-designed, outdoor Jessie Stanton Developmental Playground. Cites it as a successful example of collaborative effort between New York University Medical Center and the Bureau of Education for the Handicapped of the U. S. Office of Education, the funding agency. (Author/JN)

EJ033978 EC500480
FJELLHEIMEN LEIRSKOLE. AN EXPERIMENTAL SCHOOL CAMP FOR THE MENTALLY HANDICAPPED
Trageton, Marta; Thorstein, Nils Journal of Outdoor Education; 5; 2; 16-19 W '71

ED052575 EC032743
LEKOTEKET: A PROGRAM FOR TRAINING THROUGH SYSTEMATIC PLAY ACTIVITY.
Junker, Karin Stensland
Lekoteket Pa Blockhusudden, Stockholm (Sweden).
Pub Date Jul 71 Note-16p.

Described are the purposes and activities of the lekotek, a Swedish private, non-profit agency whose name was coined from two Swedish words meaning playthings and library. The lekotek advises families with mentally retarded or other handicapped children at home as to such play activity and educational stimulation as will further the development of the child. Children and their parents visit the lekotek individually or for the group training program which aims at structured educational stimulation for young children. Free toys and educational tools are selected with regard to each child's level of functioning. After training in that play tool and after the child has mastered its principles, it is exchanged for others, on a slowly increasing scale of difficulty. Discussed are the necessity of knowing toys' functional construction, suggestions given to parents for regular educational play with their children, and activities used to stimulate motor and speech development, eye-hand coordination, and self-identification. (KW)

EJ020066 AA506458
WE CAN DO...AND WE DO IT
Jacobs, O'Neal, Jr. Instructor; 79; 10; 70-1 70 Jun/Jul

ED015582 EC000748

AN OUTLINE OF PROCEDURES FOR OPERATING AN EMPLOYMENT ORIENTATION PROGRAM FOR MENTALLY RETARDED STUDENTS ENROLLED IN SPECIAL EDUCATION CLASSES IN SECONDARY SCHOOLS IN NEW JERSEY.

New Jersey State Dept. of Education, Trenton.
Pub Date 15NOV62 Note-14P.

THIS PAMPHLET DESCRIBES THE EMPLOYMENT ORIENTATION PROGRAM FOR MENTALLY RETARDED ADOLESCENTS IN NEW JERSEY. THE CHARACTERISTICS OF THE PROGRAM ARE OUTLINED AND INCLUDE TIME SCHEDULES, CRITERIA FOR SELECTION OF EMPLOYERS, PARTICIPATION OF STUDENTS, OCCUPATIONS, AND THE RESPONSIBILITIES OF THE SCHOOL. AN EXAMPLE OF THE PROGRAM AGREEMENT (BETWEEN SCHOOL, STUDENT, AND EMPLOYER) USED IN THE EAST WINDSOR SCHOOL DISTRICT IS INCLUDED. THE RESPONSIBILITIES OF THE TEACHER-COORDINATOR ARE LISTED. SUGGESTED STEPS IN ORGANIZING A COOPERATIVE EMPLOYMENT ORIENTATION PROGRAM ARE ALSO GIVEN. (JA)

ED014159# EC000048

PROCEEDINGS OF A CONFERENCE ON SPECIAL PROBLEMS IN VOCATIONAL REHABILITATION OF THE MENTALLY RETARDED (MADISON, NOVEMBER 3-7, 1963).

COBB, HENRY ; AND OTHERS
Vocational Rehabilitation Administration (DHEW), Washington, D.C.
Report No.-HEW-VRA-RSS-65-16
Pub Date NOV63
DOCUMENT NOT AVAILABLE FROM EDRS.

THIS REPORT SETS FORTH PRACTICAL GUIDES IN SELECTION, COUNSELING, TRAINING, AND PLACEMENT OF THE MENTALLY RETARDED. PARTICIPANTS (LISTED) ARE PROFESSIONAL WORKERS IN MENTAL RETARDATION AND VOCATIONAL REHABILITATION. THE CONCEPT OF MENTAL RETARDATION, ITS CAUSES, AND ISSUES ABOUT PREVALENCE ARE PRESENTED. SELECTION AND EVALUATION OF CLIENTS IS DETERMINED WITH THE AID OF CLIENT HISTORY, DIRECT OBSERVATION OF CLIENT, AND REPORTS FROM OTHER PROFESSIONAL PERSONS. THE CASE FORMULATION OF WORK DIAGNOSIS IS THEN MADE AND FOLLOWED BY A VALIDATION OF THIS TENTATIVE EVALUATION THROUGH OBSERVATION OF THE CLIENT. OBJECTIVES OF VOCATIONAL REHABILITATION WITH THE RETARDED, PRINCIPLES OF DEVELOPING THEIR OCCUPATION SKILLS, AND THE AVAILABLE TRAINING TECHNIQUES AND RESOURCES ARE DISCUSSED. THE ROLE OF THE COUNSELOR IN COUNSELING THE CLIENT, HIS FAMILY, AND THE COMMUNITY IS PRESENTED. THE MENTALLY RETARDED NEED REHABILITATIVE SERVICES EXTENDING BEYOND PLACEMENT. AN ANNOTATED BIBLIOGRAPHY LISTS 45 ITEMS. FREE COPIES OF THIS DOCUMENT ARE AVAILABLE FROM U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, VOCATIONAL REHABILITATION ADMINISTRATION, WASHINGTON, D.C. (MY)

EJ075589 VT504697

ACADEMIC ABILITY AND RATES OF RETURN TO VOCATIONAL TRAINING

Bowlby, Rogert L.; Schriver, William R. Industrial and Labor Relations Review; 26; 3; 980-990 Apr 73

EJ000849 EC500067
REHABILITATION--AN ASPECT OF SERVICE FOR HANDICAPPED YOUTH
Wayne, Marvin New Outlook Blind; 63; 1; 15-9 69 Jan

EJ060490 AC502038
REHABILITATION THROUGH WORK
Khankin, Leonid ILO Panorama; 50; 1; 24-8 72

An account of training opportunities in Russia for the physically handicapped. (SP)

EJ000858 EC500076
AN EXAMINATION OF SOME ASSUMPTIONS IN THE VOCATIONAL REHABILITATION OF THE MENTALLY RETARDED
Olshansky, Simon Ment Retard; 7; 1; 51-3 69 Feb

ED036000# EC004588
HIGH SCHOOL WORK STUDY PROGRAM FOR THE RETARDED: PRACTICAL INFORMATION FOR TEACHER PREPARATION AND PROGRAM ORGANIZATION AND OPERATION.
Freeland, Kenneth H.

Pub Date 69 Note-107p.

Available from-Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703

Document Not Available from EDRS.

Intended for both school and nonschool personnel, the text treats work study programing for educable mentally handicapped students at the secondary level. Information is provided concerning the structure and objectives of work study programs as well as the required competencies and responsibilities of the teacher-coordinator. Guidelines are included for setting up a new program, for organizing the classroom for program instruction, and for developing a record system, a school-public information plan, and a system to interview prospective employers. Program operation is defined in terms of legal requirements, employment limitations, and time allocation for the teacher-coordinator's duties. Further guidelines for conducting the program specify means of maintaining effective relations and suggestions for the substitute teacher. Reports and forms are listed and samples of them are appended. (JD)

EJ004529 VT500346
INDUSTRIAL ARTS EVALUATION FORMS
Lough, Ronald Ind Arts Vocat Educ; 58; 5; 54 69 May

ED012136# EC000383

A HIGH SCHOOL WORK-STUDY PROGRAM FOR MENTALLY SUBNORMAL STUDENTS.

FREY, ROGER M.; KOLSTOE, OLIVER P.
Pub Date 65
DOCUMENT NOT AVAILABLE FROM EDRS.

CHARACTERISTICS AND NEEDS OF THE MENTALLY HANDICAPPED AND THE ORGANIZATION OF A 4-YEAR HIGH SCHOOL WORK-STUDY PROGRAM FOR THESE STUDENTS ARE DESCRIBED FOR TEACHERS AND WORK-STUDY SUPERVISORS. THE PROGRAM INCLUDES WORK AND RELATED STUDY THROUGH THREE STAGES OF EXPERIENCE--PREVOCATIONAL TRAINING WHICH PROVIDES VOCATIONAL INFORMATION AND EXPERIENCE IN SHELTERED WORK CONDITIONS, JOB TRYOUT, AND SUPERVISED VOCATIONAL PLACEMENT. AN ADJUSTED ACADEMIC PROGRAM THAT IS COORDINATED WITH THE VOCATIONAL PROGRAM IS EXPLAINED. APPENDIXES INCLUDE A SUGGESTED CURRICULUM FOR A 4-YEAR PROGRAM AND SAMPLE EMPLOYER FORMS FOR PROGRESS, EVALUATION, AND JOB ANALYSIS. THIS BOOK WAS PUBLISHED BY THE SOUTHERN ILLINOIS UNIVERSITY PRESS, 600 WEST GRAND, CARBONDALE, ILLINOIS 62901, 186 PAGES, $5.00. (CG)

EDO - 15562 EC 000242

INSTITUTES ON WORK EDUCATION FOR EDUCABLE RETARDED YOUTH.

LORD, FRANCIS E.
California State Coll., Los Angeles.
Pub Date 64 Note-93P.
EDRS PRICE MF-$0.65 HC-$3.29

THIS BOOKLET CONTAINS SUMMARIES OF EIGHT GENERAL SESSION SPEAKERS AND ABSTRACTS OF 17 PANEL PRESENTATIONS FROM TWO INSTITUTES HELD AT CALIFORNIA STATE COLLEGE AT LOS ANGELES ON FEBRUARY 6 AND JUNE 26, 1964. THE INSTITUTES WERE DESIGNED TO ASSIST SECONDARY SCHOOLS IN THE ESTABLISHMENT OF WORK-EDUCATION PROGRAMS. TOPICS CONCERNING VOCATIONAL EDUCATION, CURRICULUM, JOB PLACEMENT, AND STUDENT EVALUATION ARE DISCUSSED BY THE SPEAKERS. SOME EXISTING WORK EXPERIENCE PROGRAMS ARE DESCRIBED. GENERAL SESSION PRESENTATIONS SUMMARIZED ARE--(1) "THE NATIONAL CHALLENGE--MENTAL RETARDATION" BY MORTON A. SEIDENFELD, (2) "THE RETARDED IN THE WORK WORLD" BY JULIUS S. COHEN, (3) "WORK ASSESSMENT OF SECONDARY YOUTH IN THE MINNEAPOLIS SCHOOL PROJECT" BY EVELYN DENO, (4) "AN APPROACH THROUGH SPECIAL EDUCATION AND VOCATIONAL REHABILITATION IN PREPARING EDUCABLE RETARDED YOUTH FOR WORK" BY CHARLES S. ESKRIDGE, (5) "PROBLEMS AND ISSUES IN CALIFORNIA" BY WAYNE CAMPBELL, (6) "ELEMENTS OF SUCCESSFUL WORK EDUCATION PROGRAMS" BY JULIUS S. COHEN, (7) "SECONDARY CURRICULUM AND WORK EDUCATION" BY JEROME ROTHSTEIN, AND (8) "PROBLEMS IN THE PLACEMENT OF RETARDED YOUTH--TERMINAL ASPECTS OF PROGRAM" BY JULIUS S. COHEN. BIBLIOGRAPHY LISTS 52 ITEMS. (DE)

PERSONNEL UTILIZATION

Settings

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Schools

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 11972
An overview.
Dunn, Lloyd M.
U. Hawaii
In L. M. Dunn (Ed.), Exceptional children in the schools: Special education in transition. (2nd ed.). New York, N.Y.: Holt, Rinehart & Winston, 1973. xiii, 610 p
Presents a broad view of the evolution of special education, defines and classifies exceptional children, and outlines types and extent of services proffered. Administrative plans and placement factors are discussed, and emerging dimensions for special education in the future are described. (76 ref.)

EJ018212 EC501128
HEAD OF THE SCHOOL--THREE SPEAK
Myers, Mike; And Others Spec Educ; 59; 1; 6-9 70 Mar

ED029432# EC003936
HOW TO TEACH AND ADMINISTER CLASSES FOR MENTALLY RETARDED CHILDREN.
Thomas, Janet K.
Pub Date 68 Note-74p.
Available from-T.S. Denison & Company, Inc., 5100 West 82nd Street, Minneapolis, Minnesota 55431 ($4.98).
Document Not Available from EDRS.
Elements involved in the teaching and administering of classes for the mentally retarded are discussed, and the school program is described. The administrator's role and areas of concern are detailed; and parent teacher conferences are considered, with six guide sheets and an outline provided. The following are treated: teacher qualifications, education, and duties; instructional classroom materials; primary and intermediate special classes; and classroom research. A section concerning cooperation in the learning process and intended for reproduction for parent education distribution is included. (JD)

EJ012184 EC500806
ADMINISTRATIVE PRACTICES IN JUNIOR AND SENIOR HIGH SCHOOL PROGRAMS FOR THE EDUCABLE MENTALLY RETARDED
Sparks, Howard L.; Davis, Sue M. Educ Training Ment Retarded; 4; 3; 119-22 69 Oct

ED073593 EC051272

ADMINISTRATOR'S GUIDE; PROGRAMS FOR EXCEPTIONAL CHILDREN.

Arizona State Dept. of Education, Phoenix. Div. of Special Education.

Pub Date 72 Note—95p.

EDRS Price MF—$0.65 HC—$3.29

Intended for local school administrators, the guidebook suggests policies for the initiation, organization, and operation of special education programs in Arizona. Brief general definitions for various handicapping conditions are provided, along with general procedures related to the following activities: screening, referral, evaluation, primary language determination, placement, review of special educational placement, documentation, maximum membership in programs, facilities, work experience, certification, powers of the school board in the district or county, county school programs, contracting with public or private agencies, application for approval of special educational programs, attendance reporting, appropriation and apportionment of funds, and budgeting. In addition, particular procedures for each of the above categories are discussed for each of the following handicapped populations: mentally handicapped, emotionally handicapped, gifted, homebound/hospitalized, multiply handicapped, physically handicapped, learning disabled, and speech handicapped. Appendixes include state statutes related to the education of the handicapped, along with forms used in reporting and requesting special educational services. (GW)

ED065946 EC042662

A SPECIAL STUDY INSTITUTE PROGRAM.

New York State Education Dept., Albany. Div. for Handicapped Children.; Rockland County Board of Cooperative Educational Services, West Nyack, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Handicapped Children and Youth.

Pub Date Dec 71 Note—24p.; Reprint of Proceedings of Special Study Institute, December 2-4, 1971, Nanuet, New York

EDRS Price MF—$0.65 HC—$3.29

Described is an institute with the stated purpose of acquainting public school administrators with the role of the special education administrator and to present a general overview of special education programs and issues. The stated objectives of the institute held are introduction to general education administrators of the current issues in special education in New York State and nationwide and sensitization to everyday problems of special education administrators. The Special Education Administration Task Simulation Game, which was used at the institute as the major educational tool, is described to provide a standardized experience which a group of educators can experience in common and then compare various approaches to coping with daily problems typically confronting the administrator. An evaluation after the institute indicated that 75% of the participants rated the value of the workshop as most worthwhile, and simulation was found to be preferable to other training methods by the participants. (CB)

A SPECIAL STUDY INSTITUTE PROCEEDINGS: TO ACQUAINT PUBLIC SCHOOL ADMINISTRATORS WITH THE ROLE OF THE SPECIAL EDUCATION ADMINISTRATOR AND TO PRESENT A GENERAL OVERVIEW OF SPECIAL EDUCATION PROGRAMS.

Gehm, Fred O., Ed.

New York State Education Dept., Albany. Div. for Handicapped Children.

Spons Agency-Office of Education (DHEW), Washington, D.C. Div. of Handicapped Children and Youth.

Pub Date May 72 Note-62p.; Proceedings of Board of Cooperative Educational Services, Hauppauge, New York, May 11-13, 1972

EDRS Price MF-$0.65 HC-$3.29

Presented are proceedings of a study institute designed to acquaint public school administrators with the role of the special education administrator and to present a general overview of special education trends as they might affect both the special and the general school administrator. Simulation games rather than lectures or group discussions were employed to sensitize administrators to problems involved in special education. An overview of the simulation games including ground rules and format is provided. Results of the Classroom Integration Inventory which was administered to all participants are examined. Recent litigation concerning special class placement is reviewed in an appendix. (GW)

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 05754

Elementary school principals and programs for educationally handicapped students.

Langdon, Frank H.

U. California, Los Angeles

Dissertation Abstracts International 1973 Apr Vol. 33(10-A) 5585-5586

ED038023# EC005637

SPECIAL EDUCATION: DEVELOPING A COMPREHENSIVE PROGRAM. CROFT LEADERSHIP ACTION FOLIO NO. 24.

Mooney, Thomas J.

Pub Date 70 Note-45p.

Available from-Croft Educational Services, Inc., 100 Garfield Avenue, New London, Connecticut 06320

Document Not Available from EDRS.

Three-part guidelines detail the development of a comprehensive special education program. The first part, dealing with planning and other administrative tasks, is addressed to the superintendent; the second, outlining the actual mechanics of establishing a program, is for the special education director; and the third, covering day to day operation of the program, is for the classroom supervisor. Each part includes six or seven exhibits. (JM)

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 05646

Teacher reinforcement patterns for slower learners in the classroom.

Byrnes, Joan M.

Columbia U.

Dissertation Abstracts International 1973 Apr Vol. 33(10-B) 4990

ED044860 EC030623
THE PRINCIPAL LOOKS AT CLASSES FOR THE PHYSICALLY HANDICAPPED.
Calovini, Gloria
Illinois State Office of the Superintendent of Public Instruction, Springfield.
Pub Date 69 Note-51p.
Available from-Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 20202 ($1.50)
EDRS Price MF-$0.65 HC Not Available from EDRS.

The booklet is designed for the principal with little background in special education who is responsible for administering a class for the physically handicapped in his building, or must supervise home or hospital classes. Essential elements of specialized services are described. Covered are definitions of handicapping conditions and their implications, and discussions of educational programs (residential and day), placement (team responsibility, records), educational provisions (facilities, equipment, materials), ancillary services (speech correction, physical therapy, occupational therapy, transportation), and administrative responsibilities (scheduling, supervision). (KW)

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 05792
Classroom disturbance: The principal's dilemma.
Morse, William C.
U. Michigan, School of Education
Arlington, Va.: Council for Exceptional Children, 1971. x, 52 p. 2.50

ED027689# EC003765
MISFITS IN THE PUBLIC SCHOOLS.
Cruickshank, William M.; And Others
Pub Date 69 Note-216p.
Available from-Syracuse University Press, Box 8, University Station, Syracuse, New York 13210 ($6.00).

Barriers to effective education of handicapped children and the roles of social agencies in a position to provide a climate for change and innovation are the focus of this book. Administrative ineptitude, unqualified administrators and teachers, poor standards for graduate students, inadequate teacher education, and attitudes toward education and change are considered. Thoughts on innovation include educational responsibility, four types of administrators, communication problems, four processes in innovation, and the problem of goals. The role of the university in the following aspects of innovation is examined: changes in special education over four decades, the school of education and its curriculum, dynamic planning, teacher selection, and the preparation of special education teachers. A discussion of the role of public schools considers attitudes toward children with unusual learning or adjustment problems, self concept, and means-end and multidisciplinary orientation. Federal support for programs, an idea oriented climate, a case study of a community, and suggestions for sharing in and organizing for innovation are also discussed. (RP)

ED033501# EC004598
EDUCATING HANDICAPPED CHILDREN.
Mullen, Frances A.
Pub Date 69 Note—90p.
Available from-Educational Service Bureau, Inc., 1835 K Street, N.W., Washington, D.C. 20006 ($6.95).

Based in part on a study of 20 school systems judged to have outstanding programs of pupil services and special education, the manual presents varying philosophies of education for the handicapped and considers the nature and incidence of handicaps. Special programs and services for handicapped children are described, and information is provided concerning organizing and staffing in the operating district and organizing for special education across district lines. Aspects of program administration are considered as are the state and federal role in special education and relations with parents and the community. (JD)

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 03710
Two decision models: Identification and diagnostic teaching in handicapped children in the regular classroom.
Cartwright, G. Phillip; Cartwright, Carol A.; Ysseldyke, James E.
Pennsylvania State U., Coll. of Education
Psychology in the Schools 1973 Jan Vol. 10(1) 4—11
Proposes an identification and a diagnostic teaching model that a school psychologist can use in helping teachers to evaluate and prescribe.

ED043978# EC030363
GUIDELINES TO CLASSROOM BEHAVIOR.
Smith, William I.
Pub Date 70 Note-128p.
Available from-Book-Lab, Inc., 1449 37th Street, Brooklyn, New York 11218 ($2.50)
Document Not Available from EDRS.
Designed for classes of the mentally retarded but applicable to all children, the guidelines to classroom behavior present concepts of discipline and class management including teacher attitudes toward behavior, desired teacher and student relationships, the needs of the student (particularly the need for attention), and the objectives of enhancing student strengths and success areas. Techniques for the teacher are suggested such as increasing student responsibility, flexible scheduling, utilizing parent cooperation, varying the routine with unexpected activities, employing group dynamics and peer expectations, and management of arguments and hostility. The understanding of behaviors and motivations by the teacher is emphasized throughout the text. (RD)

EJ026925 SP500410
WORKING WITH THE PHYSICALLY HANDICAPPED
Bhatnagar, Usha Teaching; 42; 3; 66—71 Mar '70

ED0197864 EC001809
THE MENTALLY RETARDED CHILD IN THE CLASSROOM. THE PSYCHOLOGICAL FOUNDATIONS OF EDUCATION SERIES.
ERICKSON, MARION J.
Pub Date 65
DOCUMENT NOT AVAILABLE FROM EDRS.

BACKGROUND INFORMATION IS PROVIDED TO ENABLE TEACHERS AND OTHERS INVOLVED IN THE EDUCATION OF MENTALLY RETARDED CHILDREN TO RECOGNIZE AND TO MEET EFFECTIVELY THE CHILDREN'S NEEDS. EIGHT TOPICS ARE CONSIDERED--(1) NATURE AND CAUSES, (2) IDENTIFICATION, (3) SERVICES (PERSONNEL), (4) PROGRAM PLANNING, (5) PRESCHOOL PROGRAM, (6) ELEMENTARY SCHOOL PROGRAM, (7) SECONDARY SCHOOL PROGRAM, AND (8) PARENT AND COMMUNITY RESPONSIBILITY. REFERENCES ARE CITED FOR EACH TOPIC. THIS DOCUMENT WAS PUBLISHED BY THE MACMILLAN COMPANY, 866 THIRD AVENUE, NEW YORK, NEW YORK 10022, AND IS AVAILABLE FOR $1.35. (DF)

ED0310018 EC003653
PERCEPTUAL-MOTOR BEHAVIOR AND EDUCATIONAL PROCESSES.
Cratty, Bryant J.
Pub Date 69 Note—265p.
Available from—Charles C Thomas, Published, 301-27 East Lawrence Avenue, Springfield, Illinois 62703 ($9.50).
Document Not Available from EDRS.

Addressed to elementary school and special class teachers, the text presents research-based information on perceptual-motor behavior and education, including movement and the human personality, research guidelines, and movement activities in general education. Special education is considered and perceptual motor abilities are discussed with reference to the blind, the clumsy child with minimal neurological handicaps, the mentally retarded, and the orthopedically handicapped. An appendix provides a screening test for evaluating perceptual motor attributes of neurologically and mentally handicapped children as well as a mobility orientation test for the blind. (MS)

EJ053102 EC041247
THE EFFECTS OF VARIOUS CLASSROOM ENVIRONMENTS ON PERFORMANCE OF A MENTAL TASK BY MENTALLY RETARDED AND NORMAL CHILDREN
Gorton, Chester E. Education and Training of the Mentally Retarded; 7: 1: 32-8 Feb 72

Investigated were the effects of visual or complete seclusion on the academic task performance of brain injured mentally retarded, cultural familial mentally retarded, and normal children of comparable MA. (KW)

EJ062721 EC042294
FIELD TRIPS = PLANNING + LEARNING + FUN
Collings, Gary Teaching Exceptional Children; 4; 4; 176-80 Sum 72

ED011731 EC000350

A DESCRIPTIVE STUDY OF THE INCIDENCE OF SEIZURES AND TEACHERS' ATTITUDES TOWARD CHILDREN WITH EPILEPSY IN THE MINNEAPOLIS, MINNESOTA, PUBLIC SCHOOLS.

FORCE, DEWEY G., JR.

Minnesota Epilepsy League, St. Paul.

Pub Date DEC65 Note-78P.

EDRS PRICE MF-$0.65 HC-$3.29

THIS STUDY WAS DESIGNED TO DETERMINE THE INCIDENCE OF SEIZURES AMONG CHILDREN IN A PUBLIC SCHOOL SYSTEM AND TEACHERS' KNOWLEDGE AND ATTITUDES ABOUT EPILEPTIC CHILDREN. OF 70,342 CHILDREN IN MINNEAPOLIS PUBLIC SCHOOLS IN SEPTEMBER 1963, 318 (A RATE OF 4.52 PER 1,000) HAD A MEDICAL DIAGNOSIS OF SEIZURES. FIFTY-SIX PERCENT OF THESE WERE BOYS AND 44 PERCENT WERE GIRLS. TEACHERS IN 16 ELEMENTARY SCHOOLS AND FIVE SECONDARY SCHOOLS RESPONDED TO A 12-ITEM QUESTIONNAIRE DESIGNED TO DETERMINE TEACHERS' KNOWLEDGE ABOUT SEIZURES, THEIR EXPOSURE TO CHILDREN WITH SEIZURES, AND THEIR ATTITUDES TOWARD EPILEPSY AND EPILEPTIC CHILDREN. RESULTS SHOWED THAT EPILEPSY AMONG SCHOOL CHILDREN IS MORE FREQUENT THAN SUPPOSED, THAT STEREOTYPES AND MISCONCEPTIONS ABOUT EPILEPSY AND EPILEPTICS EXIST, THAT KNOWLEDGE OF TEACHERS ABOUT EPILEPSY IS OFTEN SKETCHY, AND THAT TEACHERS' ATTITUDES TOWARD THESE CHILDREN ARE HIGHLY VARIABLE AND OFTEN NOT BASED ON MODERN MEDICAL AND PSYCHOLOGICAL KNOWLEDGE. (JA)

ED078984 88 RC007091

THE EDUCATION OF THE AMERICAN INDIAN PUPILS IN CLASSES FOR THE MENTALLY RETARDED.

Miles, Marilyn

Northern Indian California Education Project, Eureka.

Spons Agency-Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.

Pub Date Jun 73 Note-18p.

EDRS Price MF-$0.65 HC-$3.29

The Northern Indian California Education Project is devoted to increasing the quantity and quality of accurate information available about local American Indian life through curriculum development, to helping school personnel to better understand and meet the needs of Indian students, and to increasing the participation and influence of Indian people in their local educational processes. This Elementary and Secondary Education Act, Title III project report, a product of the special education component of the project, provides additional information to teachers, administrators, and other educators on the special educational needs of Indian children. Its main focus is the Indian child in the educable mentally retarded program. None of the children depicted in the report are actually enrolled in special education classes. (FF)

EJ045793 PS501404

EFFECT OF CLASSROOM NOISE ON NUMBER IDENTIFICATION BY RETARDED CHILDREN

Joiner, Lee M.; Kottmeyer, Wayne A. California Journal of Educational Research; 22; 4; 164-169 Sep 71

ED044201 EC004761

EPDA INDIAN TEACHER AIDE INSTITUTE, SEPTEMBER 7, 1969 - MAY 29, 1970.

Arizona State Univ., Tempe, Dept. of Special Education.
Pub Date 29 May 70 Note-115p.
EDRS Price MF-$0.65 HC-$6.58

The institute was designed to prepare Indian personnel for assignments in schools having large numbers of Indian and handicapped children. The following were the specific objectives: (1) improvement of, and change in, educational settings for Indian handicapped children in Federal, state, and private schools on reservations; (2) preparation of Indian paraprofessionals to assist special and regular classroom teachers in reservation schools; (3) increasing the participants' knowledge of educational needs of the handicapped and developing more positive attitudes toward the handicapped; (4) provision of course work in child growth and development, exceptional children, American Indian history and culture, state school organization and Indian education, and the preparation and use of instructional materials; and (5) provision of supervised practicum experiences in regular and special education settings providing observation and participation with children having a variety of handicapping conditions. Included in the document is information on operation of the program in terms of planning, participants, staff, orientation, institute components, cooperating agencies, and evaluation. The appendices provide a list of books, pamphlets, films, and community resources, as well as evaluation instruments, teacher-aide institute data, and various blank forms. (EL)

DOC YEAR: 1970 VOL NO: 44 ABSTRACT NO: 17368

Organization of logopedic work in the lower grades of a special school for rhinolaliacs.

Kochkina, E. I.
Defektologiya 1969, 1(2), 51-55.

Presents an account of the logopedic work practiced in the lower grades of a special boarding school for children with rhinolalia, founded in 1965. The results confirm the usefulness of such a school.

LANGUAGE- xxxx CLASSIFICATION- 16

EJ051943 EC041095

CLASSROOM PLANNING FOR YOUNG SPECIAL CHILDREN

Evans, Joyce Stewart Teaching Exceptional Children; 4; 2; 56-61 W 72

The teacher's role in classroom planning for effective teaching is briefly described to encompass classroom arrangement and decoration. (CB)

EJ068298 EC050595

EFFECTS OF SOCIAL REINFORCEMENT ON THE RETARDED CHILD: A REVIEW AND INTERPRETATION FOR CLASSROOM INSTRUCTION

Panda, Kailas C.; Lynch, William W. Education and Training of the Mentally Retarded; 7; 3; 115-23 Oct 72

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 07822
The effects of various classroom environments on performance of a mental task by mentally retarded and normal children.
Gorton, Chester E.
Texas Woman's U., Coll. of Education
Education & Training of the Mentally Retarded 1972 Feb Vol. 7(1) 32-38

Investigated whether performance of a mental task by 14 brain injured mentally retarded children, 14 cultural familial mentally retarded children, and 14 normal children of comparable mental age would be differentially affected by various classroom environmental conditions. It was found that both normal Ss and cultural familial mentally retarded Ss performed the experimental task best when secluded visually. There was no particular advantage to complete seclusion. The brain injured mentally retarded Ss, however, performed best when completely secluded. Since there was no significant difference in overall performance between the brain injured and cultural familial mentally retarded Ss, the important factor seems to be the type of environmental control.

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 02928
Case selection in the school: An addendum.
Henrikson, Ernest H.
U. Minnesot
Journal of Speech & Hearing Disorders 1968, 33(3), 232-235.

It is suggested that the school speech therapist should occasionally select a child whom she would ordinarily reject on the basis of what that child can teach her. The rationale of this is based on 2 premises. If the clinician is to increase her proficiency, she must continue to learn. Certainly, venturing into new territory may stimulate her to look more exactly at her present approach to changing a child's behavior. The clinical experiments should give the clinician a better perspective of her own functioning and a more dynamic orientation toward it.

DOC YEAR: 1966 VOL NO: 42 ABSTRACT NO: 07600
THE EFFECTS OF PHYSICAL CLIMATE ON THE CLASSROOM BEHAVIOR OF BRAIN-INJURED CHILDREN.
PAUL, JAMES L.
SYRACUSE U.
DISSERTATION ABSTRACTS 1967 , 28(4-A), 1216-1217.

EJ012183 EC500805
HOW CAN PSYCHOLOGICAL TEST REPORTS BE USED BY TEACHERS OF EDUCABLE MENTALLY RETARDED CHILDREN?
Nalven, Fredric B. Educ Training Ment Retarded; 4; 3; 113-8 69 Oct

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 10702
A descriptive study of blind children educated in itinerant teacher, resource room, and special school settings.
McGuinness, Richard M.
Columbia U.
Dissertation Abstracts International 1970, Sep, Vol. 31(3-A), 973.

Colleges

ED069061 EC050136
UNIVERSITY AFFILIATED FACILITIES; AN OVERVIEW.
Social and Rehabilitation Service (DHEW), Washington, D. C. Div. of Developmental Disabilities.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date 72 Note-35p.

Described is a federally funded program of university affiliated facilities intended to develop skilled manpower in the field of mental retardation and other developmental disabilities and to demonstrate interdisciplinary, innovative, and improved services for persons who are developmentally disabled. Locations of the facilities are identified as is their responsibility in service areas such as diagnosis, evaluation, treatment, personal care, day care, special living arrangement, training, protective services, recreation, counseling, and transportation. Examined are the variety of disciplines represented in the training programs as well as the results of a followup survey of trainees. A review and assessment of the program are summarized. (GW)

ED076516 SP006391
A DEMONSTRATION PROGRAM TO FACILITATE CERTIFICATION REQUIREMENTS FOR SPECIAL EDUCATION TEACHERS.
Cheyney State Coll., Pa.
Pub Date 72 Note-20p.
EDRS Price MF-$0.65 HC-$3.29

The Demonstration Program in Special Education is the 1972 Distinguished Achievement Award Entry from Cheyney State College, Cheyney, Pennsylvania. This laboratory-based program facilitates the attainment of certification requirements in mental retardation for postbaccalaureate students. The program is reviewed as an alternative route to certification and is developed to meet the critical need for special educators identified by the Pennsylvania Department of Education. Laboratory experiences are the focal point of the program, and there are no required courses. Passing grades are achieved after demonstration of teaching competencies. The program consists of a) 3 weeks of observing mentally retarded children in the classroom, b) 9 weeks of small group teaching in day or residential laboratory schools, and c) a full year of intern teaching. All of these experiences are followed by regular seminars, discussions, and individualized assignments. Evaluation is being implemented through a behavioral competencies rating scale, the Interpersonal Check List, a video tape analysis, and professional evaluation. (Tentative evaluation results are discussed.) (Author/BRB)

ED074690 EC051810

A CHILD DEVELOPMENT, BEHAVIOR MODIFICATION RESEARCH, AND DATA-BASED MODEL FOR TRAINING TEACHERS OF YOUNG HANDICAPPED CHILDREN.

Hayden, Alice H.

Washington Univ., Seattle. Child Development and Mental Retardation Center.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Feb 73 Note—19p.; A slide—tape presentation presented at American Educational Research Association Meeting (New Orleans, Louisiana, February, 1973)

Presented is the text or a slide-tape presentation on staff training at the model preschool center of the Child Development and Mental Retardation Center (CDMRC) at the University of Washington in Seattle. The CDMRC is said to consist of a medical research unit, a clinical training unit, a behavioral research unit, and an experimental education unit containing 15 teaching stations which serve handicapped children (0 to 18 years old). Facilities for training interns in the educational unit are said to include an instructional center equipped for visual and auditory presentations, a library, and communications observation booths. Programs in which trainees may intern in the educational unit are described, including a preschool program, two communication programs, a program for children with Down's Syndrome, and various field programs. Trainees accepted at the preschool center are required to be eligible for admission to the graduate school and to an advanced degree program in special education. Elements of the training program are listed, such as the course on the diagnosis and management of the young handicapped child taught by faculty representatives from nine different disciplines, staff training meetings, demonstrations of instructional procedures for trainees, data recording procedures, and the use of television and prompters to facilitate feedback to trainees. Brief descriptions of the slides accompanying the text are included. (GW)

ED058702 EC041284

SPECIAL EDUCATION CAREERS: PROGRAMS FOR PROFESSIONAL TRAINING IN SPECIAL EDUCATION.

Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Contract-OEC-0-9-180002-4473

Pub Date Jan 72 Note—40p.

EDRS Price MF-$0.65 HC-$3.29

The directory is intended to assist persons interested in making application to or inquiries concerning professional training in special education. Organization is alphabetical, by state and outlying area. Listed first in each section are names and addresses of state administrators with primary responsibilities for state-federal training programs for educators. Next are listed institutions of higher education in that state which offer programs in special education. Names of the appropriate department chairman at each university are given. Code letters for each university listed indicate the types of handicaps for which educational programs are offered. (KW)

EJ063919 EC042788

SERVING TEACHERS IN RURAL AREAS THROUGH A UNIVERSITY ASSOCIATED SEIMC

Carlson, Laurance B.; Pellant, William R. Exceptional Children; 39; 1; 58-9 Sep 72

ED021364 EC002015

FACILITIES FOR TRAINING TO MEET THE NEEDS OF THE MENTALLY RETARDED.

Department of Health, Education, and Welfare, Washington, D.C. Social and Rehabilitation Service.

Pub Date 67 Note-17p.

Available from-Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (GPO-0-265-472, $0.15).

EDRS Price MF-$0.65 HC Not Available from EDRS.

A program authorized under the Mental Reterdation Facilities and Community Mental Health Centers Construction Act of 1963 provides federal funds to help colleges and universities build training facilities for personnel specializing in the field of mental retardation. This document covers the requirements, the scope, and the steps involved in developing a project, and discusses federal participation and general policies for the administration of the program. An outline is given of the required contents of a letter of intent (used by the Government in allocating resources to needs) to be furnished by the applicant. Also described are the procedure for making a formal application, the cutoff dates for receiving applications, and the action taken when the final application is submitted. (BW)

EJ082715 EM503523

SYSTEMS TECHNOLOGY AND OPERANT CONDITIONING IN THE ORGANIZATION AND ADMINISTRATION OF THE UNIVERSITY AFFILIATED FACILITY FOR MENTAL RETARDATION

Throne, John M. Educational Technology; 8; 8; 33-36 Aug 73

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 07800

EFFECTIVE THERAPY AND THE ROLE OF COMMUNICATION IN THE NEW COLLEGE SPEECH AND HEARING CENTER.

GILLIS, HERBERT R.

C. W. POST COLL.

JOURNAL OF COMMUNICATION DISORDERS 1967 , 1(2), 136-140.

AN UNIMPEDED FLOW OF COMMUNICATION IS FELT TO BE NECESSARY FOR ANY COMPLEX UNDERTAKING. THE PURPOSES OF COMMUNICATION MUST BE ARRANGED SO AS TO MEET THE UNIQUE NEEDS OF EACH SETTING. THE ROLES OF THERAPY, TRAINING, AND RESEARCH IN THE COLLEGE CENTER ARE NOT ALWAYS COMPLEMENTARY AND CAN POSE PROBLEMS IN EFFECTIVE COMMUNICATION. ACCURATE INSIGHTS INTO HOW A PARTICULAR SETTING FUNCTIONS ARE NECESSARY PREREQUISITES TO COMMUNICATION. DISTORTIONS, FROM WHATEVER SOURCE, AFFECT THE WAY STAFF AND CLIENTS BEHAVE AND THUS MITIGATE THERAPY.

EJ006229 EC500255

TEACHER EDUCATION: A CHANGE IN EMPHASIS

Smokoski, Fred J. Educ Training Ment Retarded; 4; 2; 89-92 69 Apr

ED018022 EC000962

PSYCHOLOGY IN COMMUNITY SETTINGS--CLINICAL, EDUCATIONAL, VOCATIONAL, SOCIAL ASPECTS.

SARASON, SEYMOUR B. ; AND OTHERS

Pub Date 66

DOCUMENT NOT AVAILABLE FROM EDRS.

IN THIS DESCRIPTION OF THE PSYCHOEDUCATIONAL CLINIC IN THE DEPARTMENT OF PSYCHOLOGY AT YALE UNIVERSITY, THE CLINIC'S HISTORICAL AND PROFESSIONAL ORIGINS ARE REVIEWED, AND ITS RELATIONSHIP TO THE SCHOOLS THAT IT SERVES DISCUSSED. SPECIFIC TOPICS CONSIDERED ARE (1) THE APPROACH TO THE SCHOOLS, (2) TEACHING IS A LONELY PROFESSION, (3) HELPING TO CHANGE THE TEACHER'S PERCEPTION OF A PROBLEM, (4) AUTHORITATIVE SUPPORT, (5) THE UNMANAGEABLE CHILD, (6) TRANSLATING PSYCHOLOGICAL CONCEPTS INTO ACTION, (7) TRANSFERRING A CHILD FROM ONE CLASSROOM TO ANOTHER, (8) THE CHILD AT THE CLINIC, (9) THE INNER CITY SCHOOL AND THE CONVERGENCE OF RESOURCES, AND (10) ACCOMPLISHMENTS, FAILURES, AND LIMITATIONS. COMMUNITY PROGRESS INCORPORATED (CPI), AN AGENCY DESIGNED TO ATTACK THE CONDITION OF POVERTY BY STIMULATING OTHER AGENCIES, COORDINATING THEIR EFFORTS, AND CREATING ANY NECESSARY NEW PROGRAMS, IS DESCRIBED IN TERMS OF ITS RELATIONSHIP WITH THE NEIGHBORHOOD EMPLOYMENT CENTER, THE DISPOSITION CONFERENCES, THE WORK CREWS, THE WORK CREW FOREMEN, AND THE CONSULTANT. AN ATTEMPT IS ALSO MADE AT EVALUATING CPI. CONSIDERED WITH THE REFERENCE TO THE NEW HAVEN REGIONAL CENTER ARE (1) THE PROBLEM OF SCOPE, (2) PROFESSIONAL STAFF AND THE PROBLEM OF PRECIOUSNESS, (3) THE CENTER, THE CPI, AND THE SCHOOLS, AND (4) STUDYING, UNDERSTANDING AND SERVING THE COMMUNITY. A 70-ITEM BIBLIOGRAPHY AND AN APPENDIX OF TRANSCRIBED TEACHER-DISCUSSION GROUPS ARE INCLUDED. CASE HISTORIES APPEAR THROUGHOUT THE BOOK. THIS DOCUMENT IS AVAILABLE FROM JOHN WILEY SONS, INC., 605 THIRD AVENUE, NEW YORK, NEW YORK 10016, FOR $12.95. (JD)

ED072576 EC050966

HANDBOOK FOR THE DISABLED STUDENTS OF BROOKLYN COLLEGE C. U. N. Y.

Francis, Frederick L.

Student Organization For Every Disability United for Progress, Brooklyn, N.Y.

Pub Date .71. Note-21p.

EDRS Price MF-$0.65 HC-$3.29

The college handbook contains information of interest to handicapped students at the Brooklyn College Campus of the City University of New York (C. U. N. Y.). The first section focuses on the Student Organization For Every Disability United for Progress (S.O. F.E.D. U.P.), an organization to promote activism on the part of disabled students for the purpose of eliminating architectural barriers and curricular and bureaucratic procedures inhibiting educational performance. Explained are the history, philosophy, purpose, and goals of the organization. The second section of the handbook contains a Brooklyn Campus map and related pertinent information for disabled students. Included are a summary of facilities (toilets, ramps, elevators, phones) for students in wheelchairs in the various campus buildings, and a listing of special support services or student personnel services available (early registration, parking, readers, counseling, financial aid, other services). Also mentioned is a special physical education program available for disabled students. (KW)

ED044876# EC030845

MANAGEMENT OF THE FAMILY OF THE MENTALLY RETARDED: A BOOK OF READINGS.

Wolfensberger, Wolf, Ed.; Kurtz, Richard A., Ed.

Pub Date 69 Note-542p.

Available from-Follett Educational Corporation, 201 North Wells Street, Chicago, Illinois 60606 ($12.50)

Document Not Available from EDRS.

The book of readings is intended for persons involved in the management of the family of the mentally retarded, regardless of their professional field or orientation. The term Management of the Family is used to mean the entry of individuals or organizations, in an official or sanctioned capacity, into the family's life in order to benefit the family, the retardate, or the community. Activities included in the definition, and discussed, are referral, fact finding, case evaluation, counseling, psychotherapy, guidance, tuition, education, case work, direction, supervision, and control. Emphasized are the supradisciplinary nature of the management of the family, and the range and continuity of management options. Aspects of the topic focused upon include parental dynamics relative to management (attitudes, emotional responses), management in conjunction with the diagnostic process, casework and counseling principles, special techniques (group approaches, home and long-distance management, parent training in operant conditioning), special guidance (genetic and religious counseling), management considerations for educators, nurses, physicians, and psychologists, special problem groups, and management during and after institutional placement of the retardate. (KW)

EJ044310 EC033149

THE "SHOPPING" BEHAVIOR OF PARENTS OF MENTALLY RETARDED CHILDREN: THE PROFESSIONAL PERSON'S ROLE

Anderson, Kathryn M. Mental Retardation; 9; 4; 3-5 Aug 71

Discussed is the role of the professional in preventing or stopping diagnostic and therapeutic shopping (repeated visits to the same or different professionals without resolution of a resolvable problem), with emphasis on the initial informing interview. (KW)

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 05207

Parent attitudes toward learning disability.

Wetter, Jack

U. California, Marion Davies Children's Clinic, Los Angeles

Exceptional Children 1972 Feb Vol. 38(6) 490-491

Administered the Child Behavior Rating Scale to the parents of 70 children with and without learning disorders in a pediatric outpatient clinic. The mothers also completed the Mother-Child Relationship Evaluation. The experimental and control mothers differed significantly in attitudes of overindulgence and rejection toward their children. No differences were found between maternal and paternal attitudes towards adjustment, but the parents of learning disabled children did show significantly more disagreement concerning the child's overall adjustment than did the control group.

EJ021021 EC501209

ANALYSIS OF CHILD-REARING ATTITUDES OF MOTHERS OF RETARDED, EMOTIONALLY DISTURBED, AND NORMAL CHILDREN

Ricci, Carol Stanislawski Amer J Ment Deficiency; 74; 6; 756-61 May '70

ED022277 24 EC001860

PARENTAL TEACHING OF THE EDUCABLE MENTALLY RETARDED CHILD AS RELATED TO SCHOOL ACHIEVEMENT.

Rau, Dorothea Natalie
Illinois Univ., Urbana.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No.-CRP-S-086
Contract-OEC-4-10-241
Pub Date Jan 67 Note-130p.
EDRS Price MF-$0.65 HC-$6.58

To identify home influences related to the school achievement of the educable mentally retarded, 36 subjects (ages 9-0 to 12-11, IQ's 55 to 75) representing high or low school achievement were selected and divided into higher and lower socioeconomic groups. Both parents were questioned about their activities with the child, and the mother was asked in a later session to teach specified block designs and tests of general information to the child. Analysis of parent responses indicated imbalance among the subgroups: less achievement discrepancy was observed among the high achievers of the lower socioeconomic group than high achievers of the higher socioeconomic group ($p>.05$); the high achievers in both socioeconomic groups differed from the low achievers in that they had a lower IQ, mental age, and expected grade placement ($p<.05$); and a disproportionately high representation of girls was found in the higher socioeconomic group ($p=.01$). Results from the parent interview indicated fathers of high achievers, regardless of socioeconomic level, mentioned with higher frequency their social emotional dealings with the child ($p<.01$); and mothers of high achievers gave less verbal control. (RS)

EJ060522 PS502036

PARENTS OF CHILDREN WITH PKU

Schild, Sylvia Children Today; 1: 4: 20-2 Jul-Aug 72

Excerpted from "What Do You Know About PKU," a pamphlet published by the U.S. Department of Health, Education, and Welfare, Public Health Service, Health Services and Mental Health Administration, (HSM)71-5703. (Author)

EJ063337 EC042733

MMPI RESPONSES OF MOTHERS AND FATHERS AS A FUNCTION OF MENTAL RETARDATION OF THE CHILD

Routh, Donald K. American Journal of Mental Deficiency; 75; 3; 376-7 Nov 70

Analysis of variance of the Minnesota Multiphasic Personality Inventory scales of 48 mothers and fathers of children attending a child development clinic revealed no significant effects of the mental retardation of the child, of the child's age, or of the interactions of the variables studied. (Author)

DOC YEAR: 1972 VOL NO: 47 ABSTRACT NO: 01409

LANGUAGE USED BY MOTHERS OF DEAF CHILDREN AND MOTHERS OF HEARING CHILDREN.

GOSS, RICHARD W.

CALIFORNIA STATE COLL., ASSOCIATED CLINICS, LOS ANGELES

AMERICAN ANNALS OF THE DEAF 1970, MAR, VOL. 115(2), 93-96

THE BALES INTERACTION PROCESS ANALYSIS WAS USED TO COMPARE THE LANGUAGE USED BY 20 MOTHERS OF HEARING CHILDREN WITH THAT USED BY 20 MOTHERS OF CONGENITALLY DEAF CHILDREN WITH LOSSES GREATER THAN 80 DB. AS PREDICTED, MOTHERS OF HEARING CHILDREN WERE MORE LIKELY TO USE QUESTIONS, ASK FOR OPINIONS AND SUGGESTIONS, AND USE LANGUAGE SHOWING SOLIDARITY AND AGREEMENT. MOTHERS OF THE DEAF SHOWED MORE DISAGREEMENT, TENSION, AND ANTAGONISM, AND GAVE MORE SUGGESTIONS. MOTHERS OF DEAF CHILDREN WERE LESS LIKELY TO USE VERBAL PRAISE AND SHOW MORE VERBAL ANTAGONISM. THE DIFFERENCES FOUND WERE BROUGHT ABOUT BY THE DESIRE OF THE MOTHERS OF DEAF CHILDREN TO COMMUNICATE WITH THEIR DISABLED CHILDREN.

DOC YEAR: 1967 VOL NO: 41 ABSTRACT NO: 11755

THE FORMATION OF PARENTAL ATTITUDES.

ZIEMSKA, MARIA

PSYCHOLOGIA WYCHOWAWCZA 1967 , 10(1), 51-66.

90 PARENTS OF CHILDREN CLASSIFIED AS NORMAL, NEUROTIC, OR PHYSICALLY HANDICAPPED WERE INTERVIEWED REGARDING THEIR ATTITUDES TOWARD THE CHILD AND THEIR OWN PARENTS. THE PARENTS OF NEUROTIC CHILDREN HAD THE GREATEST DIVERGENCE IN ATTITUDE TOWARD THEIR OWN PARENTS AND MANNER IN WHICH TO FULFILL THE PARENTAL ROLE.

LANGUAGE- FRGN CLASSIFICATION- 08, 10

ED055380 EC033394

HOME CARE AND MANAGEMENT OF THE MENTALLY RETARDED CHILD: BASIC SKILLS ASSESSMENT.

Vulpe, Shirley German

National Inst. on Mental Retardation, Toronto (Ontario).

Spons Agency-Canadian Association for the Mentally Retarded, Toronto (Ontario).

Pub Date 69 Note-44p.

EDRS Price MF-$0.65 HC-$3.29

The assessment battery is intended to establish the mentally retarded child's highest level of performance in each activity as a prerequisite to and planning aid for the development of an occupational therapy-based home training program designed to stimulate the child to operate at maximum ability levels. The battery, with a graduated rating system, encompasses the following six skill areas: basic senses and functions, perceptual motor, fine motor, gross motor, behavioral, and activities of daily living. General and itemized instructions for administration and scoring, and an indication of testing equipment needed, are given. The battery is designed to assess the basic skills of children functioning at levels from 3 months to 6 years of age. See EC 033 393 for a description of how the results of the assessment battery are used in planning the home training programs. (KW)

ED056437# EC040477

THE RETARDED CHILD AND HIS FAMILY: THE EFFECTS OF HOME AND INSTITUTION.

Fotheringham, John B.; And Others

Pub Date 71 Note—115p.

Available from—Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario, Canada ($2.75)

Document Not Available from EDRS.

To determine the extent of family stress from having a retarded child in the family, two groups of retarded children, some mongoloid, (age range 4 to 19 years) and their families were compared in a longitudinal study. An institutionalized group of 116 children was compared with a community group of 38 children matched for age. Family functioning was measured primarily by the Family Functioning Scale, which was used to rate each family (excluding the retarded child) on home and household practices, economic practices, social activities, health and health practices, care and training of children, family relationships, and individual behavior and adjustment. Results indicated that children admitted to institutions were more stressful to their families in that their social maturity level was lower and they demonstrated more socially disruptive behavior than did those children who remained at home during the study year. Families that institutionalized their children were found to be of a lower economic status than those families keeping their retarded children at home. Those families institutionalizing their children did not improve in terms of their measured levels of family functioning. Child functioning in the two living situations was found to be comparable. (CB)

EJ022971 EC501321

A COMPARISON OF BROKEN HOME AND STABLE HOME RETARDATES ON SELECTED VARIABLES

Talkington, Larry; Simon, Barbara Training Sch Bull; 67; 2; 131-6 Aug '70

EJ050436 EC040827

LET'S TREAT DISCOURAGEMENT TOO

Anderson, Robert P. Academic Therapy Quarterly; 7; 2; 131-7 W 71/72

Discussed is psychotherapeutic treatment of children with minimal brain dysfunction. Therapy is directed toward both children and parents. (CB)

EJ029294 CG502284

ATTITUDES OF PARENTS OF DEFICIENT CHILDREN TOWARD THEIR CHILD'S SEXUAL BEHAVIOR

Turner, Edward T. Journal of School Health; 40; 10; 548-549 Dec '70

Results of a questionnaire indicate that most parents feel their children had no problems dealing with sex, although very few children had received sex information either in school or at home. A need is suggested for more comprehensive research in this area. (CJ)

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 01213
Differential patterns of maternal behavior toward speech-defective and non-speech-defective children.
Kaplan, Netta R.; Kaplan, Marvin L.
Proceedings of the 76th Annual Convention of the American Psychological Association 1968, 3, 353-354.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 03408
Parental intervention with one another on behalf of their child: A breaking-through tool for preventing emotional disturbance.
Charny, Israel W.
Journal of Contemporary Psychotherapy 1972 Win Vol. 5(1) 19-29
Discusses new insights obtained from experimental family therapy regarding the role of the "other parent" when 1 parent is found to be primarily responsible for emotional disturbance of a child. The 2nd parent often can play a key role in therapy through intervention. Typical questions asked by parents, embodying recurring problems, are posed and discussed. (25 ref.)

DOC YEAR: 1972 VOL NO: 47 ABSTRACT NO: 01411
A HOME-MADE CURRICULUM.
KATZ, DAVID L.
MARLTON SCHOOL FOR THE DEAF, LOS ANGELES, CALIF.
VOLTA REVIEW 1971, MAY, VOL. 73(5), 273-277
PARENTS OF DEAF OR HARD-OF-HEARING CHILDREN CAN HELP THOSE CHILDREN TO UNDERSTAND THEIR ENVIRONMENT. SUGGESTIONS ARE MADE AS TO METHODS OF TEACHING ABOUT CONCRETE OBJECTS AND EVENTS, THROUGH QUESTIONING AND INSTRUCTION. ENCOURAGING QUESTIONS, LEARNING TO OBSERVE, GENERALIZATION, AND STIMULATING IMAGINATION ARE ESPECIALLY STRESSED.

DOC YEAR: 1972 VOL NO: 47 ABSTRACT NO: 03460
THE EFFECT UPON A FAMILY OF A CHILD WITH A HANDICAP.
WARNICK, LILLIAN
GEORGIA DEPT. OF PUBLIC HEALTH, CHILD HEALTH SERVICES, ATLANTA
NEW OUTLOOK FOR THE BLIND 1969, DEC, VOL. 63(10), 299-304
REVIEWS PREVIOUS STUDIES ON MULTIHANDICAPPED CHILDREN AND EXAMINES: (A) REACTION TO EARLY IDENTIFICATION, (B) PERIODS OF STRESS, AND (C) PARENTAL COUNSELING. GROUP COUNSELING AND PARENT GROUPS ARE DISCUSSED.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 07912
Your child has a learning disability: What is it?: A guide for parents and teachers of children with a hidden handicap.
Williams, Beverly S.
Chicago, Ill.: National Easter Seal Society for Crippled Children & Adults, 1971. 16 p
Discusses the causes, characteristics, and epidemiology of learning disabilities, and presents guidelines for parents and teachers to meet the emotional, educational, and counseling needs of the handicapped child.

EJ086029 EC052512
PARENT-CHILD TRAINING FOR THE MR
Freeman, Stephen W.; Thompson, Charles L. Mental Retardation; 11; 4; 8-10 Aug 73

DOC YEAR: 1972 VOL NO: 47 ABSTRACT NO: 05643
PARENT-SCHOOL COLLABORATION VIA EDUCATIONAL MERIT BADGES?
EDMONSON, BARBARA; CEGELKA, WALTER J.
U. OREGON
TRAINING SCHOOL BULLETIN 1971, AUG, VOL. 68(2), 97-105

DESCRIBES 3 PROBLEMS: (A) DISCONTINUITY IN THE TRAINING OF OUR YOUTH; (B) SEGREGATION OF YOUTH FROM THE ADULT WORLD; AND (C) VALUES AND BEHAVIOR FOSTERED BY PEER CULTURES, THAT SOCIOLOGISTS AND SOCIAL ANTHROPOLOGISTS HAVE IDENTIFIED AS INTENSIFYING THE STRESSES OF ADOLESCENCE. THESE PROBLEMS ARE RELATED TO THE RETARDED. IT IS PROPOSED THAT PARENTS OF THE EDUCABLE MENTALLY RETARDED (EMR) AND EDUCATORS, COULD COLLABORATE TO MINIMIZE THESE PROBLEMS. TRIAL USE OF A MERIT BADGE SYSTEM IN CONJUNCTION WITH A WELL STRUCTURED AND SHAREABLE (CLEARLY COMMUNICABLE) CURRICULUM OR COURSE OF STUDY FOR THE EMR IS SUGGESTED. (29 REF.)

EJ085456 AA516234
TEACHING HANDICAPPED CHILDREN---AND THEIR PARENTS
Hamilton, Andrew American Education; 9; 8; 22-6 Oct 73

A private, nonprofit California school operates on the premise that education effectively serves therapeutic as well as other purposes. (Editor)

EJ007990 EC500474
COUNSELING PARENTS OF HANDICAPPED CHILDREN: A REVIEW
Tretakoff, Maurice Ment Retardation; 7; 4; 31-4 69 Aug

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 03458
Parent counselling.
Gordon, Neil
Booth Hall Children's Hosp., Neurological & EEG Unit, Manchester, England
Developmental Medicine & Child Neurology 1972 Oct Vol. 14(5) 657-659

Notes that parents of handicapped children need counseling. Diagnosis without guidance adds a family handicap to the handicaps of the child. It is suggested that counseling should be periodic and institution administrators should allocate ample time and resources to it.

EJ009300 EC500560
FAMILY THERAPY: ITS USE IN MENTAL RETARDATION
Watts, Evadean M. Ment Retardation; 7; 5; 41-44 69 Oct

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 05946
THE EFFECTS OF REPETITION OF DIAGNOSTIC CONSULTATION ON MATERNAL EVALUATION OF SPEECH BEHAVIOR OF HANDICAPPED CHILDREN.
MARSHALL, NANCY R.
U. OREGON
DISSERTATION ABSTRACTS 1967 , 28(3-B), 1254-1255.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 05078
A handicapped child in the family: A guide for parents.
Heisler, Verda
New York, N.Y.: Grune & Stratton, 1972. xiv, 160 p
Presents guidelines to help the parents of mentally or physically handicapped children recognize and deal with their own inner conflicts about the handicap and treatment of the child. The experiences of parents in psychotherapy are used to illustrate the importance of parental self-understanding.

DOC YEAR: 1972 VOL NO: 47 ABSTRACT NO: 09413
PARENT-CHILD RELATIONSHIPS: THEIR EFFECT ON REHABILITATION.
BRYANT, JOHN E.
MID-ISLAND SPEECH & HEARING CENTER, COMMACK, N.Y.
JOURNAL OF LEARNING DISABILITIES 1971, JUN, VOL. 4(6), 325-329
CONSIDERS THE 3 PARENT-CHILD RELATIONSHIPS MOST FREQUENTLY OBSERVED IN A CLINICAL SETTING: ACCEPTANCE, REJECTION, AND COMPENSATION. AN ATTEMPT IS MADE TO SHOW HOW COMPENSATION, WHICH MANIFESTS ITSELF OUT OF A COMBINATION OF ACCEPTANCE AND REJECTION OF THE CHILD AND HIS PROBLEM, IMPEDES HABILITATION AND REHABILITATION. SEVERAL SUGGESTIONS ARE GIVEN REGARDING EARLY COUNSELING OF PARENTS OF THE HANDICAPPED. (15 REF.)

EJ012197 EC500825
INTERPRETING MENTAL RETARDATION TO PARENTS IN A MULTI-DISCIPLINE DIAGNOSTIC CLINIC
Stephens, Wyatt E. Ment Retardation; 7; 6; 57-9 69 Dec

EJ051873 EC041022
PROBLEMS REPORTED BY PARENTS OF MENTALLY RETARDED CHILDREN - WHO HELPS?
Justice, R. S.; And Others American Journal of Mental Deficiency; 75: 6; 685-91 May 71
Parents were interviewed concerning resources used to help with their child's problems. Perceived availability and effectiveness of services were also investigated. (Author/KW)

EJ063362 EC0[illegible]2787
HEALTH INSURANCE: A DILEMMA FOR PARENTS OF THE MENTALLY RETARDED
Warner, Frank; And Others Exceptional Children; 39; 1; 57-8 Sep 72

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 11552
The psychosexual development of the retarded.
Morgenstern, Murry
New York Medical Coll., Inst. for Mental Retardation, N.Y.
In F. F. de la Cruz & G. D. LaVeck (Eds.), Human sexuality and the mentally retarded. New York, N.Y.: Brunner/Mazel, 1973. xviii, 347 p. 8.95

Describes the psychosexual stages of normal and mentally retarded children, and reports results of a study comparing the sex-role perceptions and family relationships of 7-20 yr. old normals and retardates.

EJ069834 EC050610
MISSING IN THE LIFE OF THE RETARDED INDIVIDUAL--SEX: REFLECTIONS ON SOL GORDON'S PAPER
Friedman, Erwin Journal of Special Education; 5; 4; 365-8 W 71

It is said that realistic goals in sex education for the retarded cannot be set until society accepts the proposition that retarded persons have the same rights as normal citizens. (GW)

EJ069833 EC050609
SOME CONSIDERATIONS ABOUT THE NEGLECT OF SEX EDUCATION IN SPECIAL EDUCATION
Blom, Gaston E. Journal of Special Education; 5; 4; 359-61 W 71

EJ069832 EC050608
SEX EDUCATION: FACT AND FANCY
Balester, Raymond J. Journal of Special Education; 5; 4; 355-7 W 71

The author contends that the content, structure, and goals of current sex education programs represent the values of sex education advocates rather than the application of research findings. (GW)

EJ069831 EC050607
MISSING IN SPECIAL EDUCATION: SEX
Gordon, Sol Journal of Special Education; 5; 4; 351-54 W 71

EJ081329 EC051955
SEX EDUCATION AND MENTAL HANDICAP
Secker, Leonora Special Education; 62; 1; 27-8 Mar 73

EJ074652 EC051070
ABOUT SEXUAL DEVELOPMENT: AN ATTEMPT TO BE HUMAN WITH THE MENTALLY RETARDED
Perske, Robert Mental Retardation; 11; 1; 6-8 Feb 73

EJ039387 EC032306
SEX EDUCATION - BUT FOR WHAT
Fox, Joshua Special Education; 60; 2; 15-7 Jun 71

EJ026871 EC030213

ISSUES IN SEX EDUCATION FOR THE RETARDED

Sengstock, Wayne L.; Vergason, Glenn A. Educ Training Ment Retarded; 5; 3; 99-103 Oct '70

EJ069835 EC050611

SPECIAL SEX EDUCATION AND CULTURAL ANTHROPOLOGY, WITH REFERENCE TO MENTAL DEFICIENCY, PHYSICAL DEFORMITY, AND URBAN GHETTOS

Money, John Journal of Special Education; 5; 4; 369-72 W 71

EJ037969 EC032255

SEX EDUCATION FOR THE MENTALLY RETARDED: INFLUENCING TEACHER'S ATTITUDES

Meyen, Edward L.; Retish, Paul M. Mental Retardation; 9; 1; 46-9 Feb 71

EJ061531 VT503946

SEXUAL ADJUSTMENT OF SPINAL CORD INJURY PATIENTS

Lovitt Robert Rehabilitation Research and Practice Review; 1; 3; 25-29 Sum 70

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 11694

What parents need to know about stimulant drugs and special education.

Conners, C. Keith

Massachusetts General Hosp., Child Development Lab., Boston, Mass.

Journal of Learning Disabilities 1973 Jun Vol. 6(6) 349-351

Considers problems of diagnosis, professional communication, and follow-up in the use of stimulant drugs (e.g., amphetamine) for behavior and learning disorders.

DOC YEAR: 1973 VOL NO: 49 ABSTRACT NO: 07675

About psychological aids to the families of severely retarded children: Its importance for treatment of these children.

Villechenoux-Bonnafe, Y.

Comite d'Etude et de Soins aux Arrieres Profonds, Paris, France

Revue de Neuropsychiatrie Infantile et d'Hygiene Mentale de l'Enfance 1971 Mar Vol. 19(3-4) 159-164

Discusses variables which affect the adjustment of parents and retarded children to resident care, and describes attempts to ease this adjustment. Analysis is based on observations of 40 2-6 yr. old residents of a Parisian center for the observation and care of severely retarded children. No correlation was found between the degree of neuropathological injury and the development of the child, indicating that both primary and elaborated neuropathological deficiencies can be compensated. The evolution of the child largely depends upon the capacity of the mother or her substitute to overcome anguish, and on the help she receives. The importance of the child's relationship with his family during resident treatment is stressed. (German & Spanish summaries)

LANGUAGE- Fren CLASSIFICATION- 15

DOC YEAR: 1970 VOL NO: 44 ABSTRACT NO: 13181

Conditioning appropriate heterosexual behavior in mentally and socially handicapped populations.

Rosen, Marvin

Elwyn Inst., Pa.

Training School Bulletin 1970, 66(4), 172-177.

Discusses the treatment of sexually deviant responses and the teaching of appropriate social behavior and sexual role as 2 aspects of the same problem. Sex education programs for the mentally subnormal typically attempt to teach inhibition and control rather than reinforce adequate sexual behavior. Behavior change should be the ultimate goal of such programs, yet the teaching of factual knowledge is largely ineffective for this purpose. Suggested therapy techniques include systematic desensitization, programed heterosexual experience, role playing, reinforcement for sex-related talk, suggestions to masturbate, and aversive conditioning. Therapeutic goals are to extinguish anxiety associate with appropriate sexual responses, to make deviant responses more aversive, and to substitute more acceptable behavior.

EJ069837 EC050613

OKAY, LET'S TELL IT LIKE IT IS (INSTEAD OF JUST MAKING IT LOOK GOOD)

Gordon, Sol Journal of Special Education; 5; 4; 379-81 W 71

The author states that the mentally retarded are not exceptional in their sexual impulses and that they are entitled to the expression of their impulses. (GW)

EJ081279 EC051618

WHAT DO PARENTS OF RETARDED PEOPLE WANT FROM A CLINIC?

Skelton, Mora Canada's Mental Health; 21; 2; 23-8 Mar-Apr 73

EJ008307 AA503132

STUDIES RELATED TO TOILET TRAINING OF THE MENTALLY RETARDED

Rentfrow, Robert K.; Rentfrow, Doris K. Amer J Occup Therapy; 23; 5; 425-430 69 Sep-Oct

ED039652 EC004281

GROUP WORK WITH PARENTS OF MENTALLY RETARDED CHILDREN.

Zarnari, Olga
Center for Mental Health and Research, Athens (Greece).
Pub Date 67 Note-92p.

Topics include the role of the family in the development and growth of the mentally handicapped (MH) child, the psychological impact of the MH child on the family, parental attitudes, and the need for guidance and counseling of parents of MH children. Also of concern are the agency framework, the goals aimed at by the group guidance program, the method of their work, and the organization of the groups. Also discussed are the problem of mental handicaps, the effect of MH on behavior, attitudes and feelings of parents, and the organization of the Greek Association of Parents of Mentally Retarded Children. (JM)

Institutions

EJ045968 EC040344

RESIDENTIAL SCHOOL ADMINISTRATORS AND THE QUESTION OF FORMALIZED TRAINING

Pappanikou, A. J.; Cabrall, Lynn Mental Retardation; 9; 5; 45-50 Oct 71

ED065971 EC042853

ADMINISTRATIVE ISSUES IN INSTITUTIONS FOR THE MENTALLY RETARDED.

Cleland, Charles C.; Swartz, Jon D.

Spons Agency—Texas Univ., Austin. Hogg Foundation for Mental Health.

Pub Date 72 Note-68p.

EDRS Price MF-$0.65 HC-$3.29

Designed primarily for administrators of both public and private institutions for the mentally retarded, the volume offers guidelines for coping with three areas of modification of institutional image, daily operational problems concerning manpower and equipment, and future demands upon institutions. Brief exercises following some of the readings are explained to be included for administrators and training directors actively engaged in inservice training of institutional personnel; the authors have found the exercises valuable in stimulating student discussion. Selected topics discussed in relation to image modification and parent relations include the gripe bank as an index of morale and as organizational therapy, making furlough return a joyous occasion, program improvements through marketing approaches, and image reinforcement by use of commemorative stamps. Then discussed are present day employee-administrative concerns such as functional advertising for institutions, programing institutional inventiveness among employees, uniforms as reinforcement, and strengthening houseparent retardate relations. Future demands are then mentioned such as relocation considerations, transportation and work, record keeping for the future, and the 4-day work week. (CB)

EJ002528 EC500133

REGIONAL DATA COLLECTION IN STATE INSTITUTIONS FOR THE RETARDED: RELIABILITY OF ATTENDANT RATINGS

Abelson, Robert B.; Payne, Dan Amer J Ment Deficiency; 73; 5; 739-44 69 Mar

EJ006306 EC500371

INSTITUTIONAL OBJECTIVES AND GENERAL PROGRAMS

Cleland, Charles C. Training Sch Bull; 66; 1; 32-9 69 May

ED061664 EC041663

STAFF TRAINING IN AN INSTITUTIONAL SETTING. VOLUME II, NUMBER 9.

Bradtke, Louise M.; And Others
Texas Univ., Austin. Dept. of Special Education.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Grant-OEG-0-70-4815(603)
Pub Date 71. Note—44p.
EDRS Price MF-$0.65 HC-$3.29

Described is a preservice training program for staff members working with young, multiply handicapped, profoundly or severely mentally retarded children in an institutional setting. The training program, which emphasizes concrete and practical experiences, is intended to develop appropriate attitudes and technical competencies of both professional and nonprofessional staff members. Goals include studying the children to see how they function in relation to themselves, to others, to stimuli, and to activities, and to develop staff proficiency in such activities as recording behaviors, writing observations, designing materials, and writing activity cards. The 5-week schedule of training activities is detailed. Also included is an employee performance evaluation form. (KW)

ED050507 EC032221

THE DEVELOPMENT OF IN-SERVICE PROGRAMS FOR LEADERSHIP PERSONNEL EMPLOYED IN RESIDENTIAL INSTITUTIONS FOR THE MENTALLY RETARDED. FINAL REPORT.

Garove, William E.; And Others
Pittsburgh Univ., Pa. School of Education.
Spons Agency-Pennsylvania State Dept. of Public Welfare, Harrisburg.
Contract-OEC-21-22366
Pub Date Aug 70 Note—112p.
EDRS Price MF-$0.65 HC-$6.58

The purpose of the project was to develop a reality-based simulator with training materials as one component of preservice and inservice training programs for persons in leadership positions in public residential institutions for the mentally handicapped. In order to identify the responsibilities and problems of leadership personnel, site visits, consultations, and personal interviews were conducted. The problems identified concerned medical staff, personnel management, department heads, business management, physical plant, patients, community relations, policies and regulations, and nursing staff. A simulated institution was designed from reality based incidents gathered from interviews in state schools and hospitals for the mentally handicapped. The development of preservice and inservice training exercises to implement the simulator was still in the planning stage at the time the report was written. An assessment of the reliability of the simulator through pilot investigations was also planned. A review of literature and a feasibility study conducted at the beginning of the project led the researchers to believe such a simulated program can provide a vehicle for experimentation and research to produce meaningful changes in the management of real institutions for the mentally handicapped. (CD)

ED046155# EC031239

CRITICAL BEHAVIORS IN THE CARE OF THE MENTALLY RETARDED. VOLUME I: BEHAVIOR OF NURSES.

Larsen, Judith Kaeding; And Others

Pub Date 69 Note-238p.

Available from-American Institutes for Research, 135 North Bellefield Avenue, Pittsburgh, Pennsylvania 15213 ($5.50)

Document Not Available from EDRS.

Designed for use in education and training and for applied research in selection and evaluation methods, the book reviews the actual behaviors of nurses caring for the institutionalized mentally retarded. Abstracts of more than 2,000 critical behaviors of nurses (incidents derived from reports of actual observations) are included. Behaviors are organized under 16 major categories: providing for physical needs, checking and observing, training, controlling behavior, responding to emotional needs, preventing injury to patient and others, coping with emergencies, using ingenuity, taking responsibility, maintaining ethical and moral behavior, contributing to ward management, interacting with families and visitors, reporting, supervising working patients, and teaching employees. Within each category effective and ineffective behaviors are listed separately. A companion source book describes behaviors of attendants (see EC 031 240). (KW)

ED046156# EC031240

CRITICAL BEHAVIORS IN THE CARE OF THE MENTALLY RETARDED. VOLUME II: BEHAVIOR OF ATTENDANTS.

Jacobs, Angeline Marchese; And Others

Pub Date 69 Note-390p.

Available from-American Institutes for Research, 135 North Bellefield Avenue, Pittsburgh, Pennsylvania 15213 ($5.50)

The book contains abstracts of more than 8,000 critical behaviors of attendants in caring for the mentally retarded in an institutional setting. Reports of actual observations of behaviors are the source of the descriptive abstracts. Within each of 15 categories, behaviors are divided according to those which are highly effective or highly ineffective. A companion source book concerns the behaviors of nurses in a similar setting (see EC 031 239). (KW)

EJ030865 CG502372

STAFF EXPECTATIONS FOR DISABLED PERSONS: HELPFUL AND HARMFUL

Kerr, Nancy Rehabilitation Counseling Bulletin; 14; 2; 85-94 Dec '70

The social psychological environment of hospitals or rehabilitation centers is described and suggestions are offered for research that would help to increase the understanding of the staff toward the patient. (Author)

EJ006217 EC500244

PRACTICAL PROBLEMS ENCOUNTERED IN AN AIDE-ADMINISTERED TOKEN REWARD COTTAGE PROGRAM

Brierton, Gary; and others Ment Retardation; 7; 3; 40-3 69 Jun

ED027386 VT007198

A GUIDE FOR ATTENDANT TRAINING IN INSTITUTIONS FOR THE MENTALLY RETARDED.

New Jersey State Dept. of Institutions and Agencies, Trenton. Div. of Mental Retardation.

Spons Agency—Public Health Service (DHEW), Washington, D.C.

Grant-OM-838

Note-112p.

EDRS Price MF-$0.65 HC-$6.58

The guide is intended as a stimulus for the establishment of training programs for newly employed attendants and as an aid to the development of on-going in-service training. The instructor should select those subject areas which meet the needs of the institution and its residents. It is expected that additions and deletions will be made. The body of the manual is an outline which indicates the topic and purpose for each lesson and presents in parallel columns suggested content, teaching methods and aids, and reading references in relation to each sub-topic. Lesson topics include: (1) background on mental retardation, (2) growth and development, (3) social emotional needs, (4) housekeeping in the cottage, (5) safety, (6) civil defense, (7) training, feeding, and clothing the resident, (8) personal health and hygiene, (9) nursing care, (10) common diseases and conditions, (11) body mechanics, (12) leisure time, (13) sex education, (14) religion, (15) discipline, (16) referring problems, (17) and the responsibility of the attendant to the patient. The appendix includes a glossary, bibliography, film list, and list of agencies from which resource materials may be obtained. (JK)

EJ013708 LI500530

LIBRARY RESPONSE TO THE CHALLENGE OF MENTAL RETARDATION. LIBRARIES IN THE THERAPEUTIC SOCIETY

Baskin, Barbara Holland Amer Libr; 1; 1; 65-68 70 Jan

Discusses the valuable services the librarian can provide in an institution for the mentally retarded, including educational service to students and literature for the staff. Part of a series edited by Genevieve Casey. (JS)

ED028553 EC003456

DENTAL HEALTH FOR THE HANDICAPPED.

Alabama Univ., Birmingham. Dental Advisory Committee.

Spons Agency—Public Health Service (DHEW), Washington, D.C. Mental Retardation Div.

Grant-MR-0102B67

Pub Date 67 Note-40p.

EDRS Price MF-$0.65 HC-$3.29

Guidelines to aid attendants to maintain good dental health among institutionalized mentally retarded persons are presented. Aspects considered include reasons for taking care of the mouth and means of adapting the oral hygiene program to each individual. Also described are oral hygiene programs now existing in group living settings and methods of recognizing special mouth problems. Appendixes list sources for additional readings and materials, and present sutdy questions with their answers. (LE)

ED012985 EC000293
ROLE OF THE COTTAGE PERSONNEL IN RESIDENTIAL CARE FACILITIES.
American Association of Mental Deficiency, Washington, D.C.; National Association for Retarded Children, New York, N.Y.
Report No.-; DR-4558
Pub Date MAY66 Note-104P.
EDRS PRICE MF-$0.65 HC-$6.58

FOCUSING ON THE COTTAGE ATTENDANT AS AN EDUCATOR AND REHABILITATOR IN RESIDENTIAL CENTERS, THESE NINE PAPERS PRESENTED AT THE 89TH MEETING OF THE AMERICAN ASSOCIATION OF MENTAL DEFICIENCY IN JUNE 1965 DISCUSS TRAINING PROGRAMS FOR ATTENDANTS AND SUPERVISORS OF ATTENDANTS. OBJECTIVES AND TECHNIQUES FROM THE COLUMBUS STATE SCHOOL (OHIO) AND THE PINEHURST STATE SCHOOL (LOUISIANA) ARE CITED AND INTERRELATIONSHIPS BETWEEN WARD PERSONNEL AND PROFESSIONAL STAFF ARE EXAMINED. A SURVEY MADE AT THE RAINIER SCHOOL (WASHINGTON) AND THE FIRCREST SCHOOL (WASHINGTON) REPORT COUNSELOR ATTITUDES TOWARD DUTIES AND RELATIONSHIPS TO PARENTS. AVAILABLE RESOURCES FOR THE STUDY AND ESTABLISHMENT OF INSERVICE TRAINING PROGRAMS THROUGH NATIONAL INSTITUTE OF MENTAL HEALTH PROGRAMS, PROCEDURES USED FOR REVIEW OF GRANT APPLICATIONS, AND SUGGESTIONS FOR THOSE APPLYING FOR GRANTS ARE OUTLINED. THE ATTENDANT COUNSELOR TRAINING PROGRAM AT THE COLORADO STATE HOME AND TRAINING SCHOOL (WHEAT RIDGE) IS DISCUSSED IN TERMS OF GROWTH, CONTENT OF PROGRAM, AND AN EVALUATION. A 27-PAGE OUTLINE OF TOPICS AND TEACHING METHODS IS PRESENTED. EVALUATION OF THE PROGRAM WAS CONDUCTED BY MEANS OF A QUESTIONNAIRE. RATINGS OF TOPICS IN THE TRAINING PROGRAM ARE PRESENTED ALONG WITH PLANNED CHANGES. REFERENCE LISTS OR BIBLIOGRAPHIES ACCOMPANY SEVERAL OF THE ARTICLES. (CP)

EJ071545 EC050657
THE INSTITUTIONAL CHAPLAINCY
Miller, Marshall E. Mental Retardation; 10; 6; 41-2 Dec 72

EJ068261 EC050558
TEACHER EDUCATION AT A RESIDENTIAL FACILITY FOR THE RETARDED
Batarseh, Gabriel; Cicenia, Erbert Education and Training of the Mentally Retarded; 7; 2; 104-6 Apr 72

EJ061912 EC042608
THE DEVELOPMENTAL INSTITUTION: A PROPOSED RECONCEPTUALIZATION
Rowland, G. Thomas; Patterson, E. Gene Mental Retardation; 10; 4; 36-9 Aug 72

The developmental model of the structure-process system extends an educational context and responsibility to the populations currently defined as mentally retarded. (Author)

EJ022963 EC501291
A LOOK AT THE POPULATION SERVED BY A UNIVERSITY CLINIC FOR RETARDED CHILDREN
Justice, R. S.; And Others Ment Retardation; 8; 3; 43-6 Jun '70

EJ055996 EC041625
THE EDUCATEUR MODEL: A THEORETICAL MONOGRAPH
Linton, Thomas E. Journal of Special Education; 5; 2; 155-90 Sum 71

Described is the European educateur model, which provides a reeducational program for handicapped children combined with the skills of a professionally trained child care (child advocate) role. Examined is how the educateur model would be developed within the educational and mental health system of the United States. (Author/KW)

ED039672# EC005694
THE CHURCH AND THE MENTALLY RETARDED PERSON.
Canadian Association for the Mentally Retarded, Toronto (Ontario).; Canadian Council of Churches, Toronto (Ontario).
Pub Date 66 Note-24p.
Available from-Canadian Association for the Mentally Retarded, 149 Alcorn Avenue, Toronto 7, Ontario, Canada ($0.50)
Document Not Available from EDRS.

Directed to ministers and lay church leaders, the booklet describes the mentally retarded and discusses how the church can minister to them and to their families. An appendix reviews what is currently being done in Canadian churches. (JD)

EJ000854 EC500072
AN APPROACH TO PROGRAMMING FOR AGED MR
Talkington, Larry W.; Chiovaro, Stephen J. Ment Retard; 7; 1; 29-30 69 Feb

EJ019586 EC501160
MALADAPTIVE BEHAVIOR OF INSTITUTIONALIZED RETARDATES WITH SEIZURES
Eyman, Richard K.; And Others Amer J Ment Deficiency; 74; 5; 651-9 70 Mar

EJ045965 EC040341
MINIATURE REPORT: DEATH OF THE PROFOUNDLY RETARDED
Cleland, C. C.; And Others Mental Retardation; 9; 5; 36 Oct 71

EJ022467 EC501288
CRIB CONFINEMENT AS A FACTOR IN REPETITIVE AND STEREOTYPED BEHAVIOR IN RETARDATES
Warren, Sue Allen; Burns, Norman R. Ment Retardation; 8; 3; 25-8 Jun '70

EJ006210 EC500237
GRANT TAKES RICHMOND
Soforenko, A. Z. Ment Retardation; 7; 3; 1[illegible]-7 69 Jun

ED002763 24
SOCIAL BEHAVIOR OF MENTALLY RETARDED CHILDREN IN PUBLIC SCHOOL AND INSTITUTIONAL ENVIRONMENTS.
CAPOBIANCO, RUDOLPH J. ; COLE, DOROTHY A.
Syracuse Univ., N.Y. Research Inst.
Report No.-CRP-092
Contract-OEC-SAE-6417
Pub Date 58 Note-65P.
EDRS PRICE MF-$0.65 HC-$3.29

RELATIONSHIPS BETWEEN MENTAL AGE LEVEL AND DEGREE OF SOCIAL PARTICIPATION IN TRAINABLE AND EDUCABLE MENTALLY RETARDED CHILDREN OF BOTH SEXES WERE INVESTIGATED. THE MAJOR OBJECTIVES WERE (1) TO ESTABLISH A GRADIENT OF SOCIAL PARTICIPATION IN MENTALLY RETARDED CHILDREN OF BOTH SEXES REPRESENTING PUBLIC SCHOOL AND INSTITUTIONAL ENVIRONMENT, (2) TO COMPARE THE SOCIAL PARTICIPATION OF TRAINABLE AND EDUCABLE GROUPS TO NORMS ESTABLISHED FOR CHILDREN OF NORMAL INTELLIGENCE, AND (3) TO RELATE DEGREES OF SOCIAL PARTICIPATION WITH THE EDUCATIONAL ENVIRONMENTS OF EDUCABLE AND TRAINABLE MENTALLY RETARDED CHILDREN. FOUR GROUPS OF MENTALLY RETARDED CHILDREN (120) WERE SELECTED FROM PUBLIC SCHOOL AND INSTITUTIONAL CLASSES. TWO GROUPS (TRAINABLE AND EDUCABLE) REPRESENTED PUBLIC SCHOOL CLASSES AND INSTITUTIONAL CLASSES. DURING THE 5-MONTH PILOT STUDY ALL GROUPS WERE OBSERVED AND THEIR BEHAVIOR WAS NOTED FOR A 1-MINUTE FREE PLAY PERIOD. THESE OBSERVATIONS WERE GATHERED AT WEEKLY AND SEMIWEEKLY INTERVALS. TRAINED OBSERVERS RATED THE BEHAVIOR OF THE SUBJECTS IN SUCH CATEGORIES AS UNOCCUPIED, SOLITARY, ONLOOKER, ASSOCIATIVE, OR COOPERATIVE. ALL GROUPS WERE AGAIN RATED AT THE END OF THE SCHOOL YEAR. AN ANALYSIS WAS MADE OF THE CHANGE IN RATINGS FOR ALL GROUPS FROM INITIAL TO FINAL SCORES. THE RESULTS OF THE FACTORIAL DESIGN DEMONSTRATED A STATISTICALLY SIGNIFICANT DIFFERENCE IN FAVOR OF EDUCABLE CHILDREN OVER TRAINABLE CHILDREN IN TOTAL PLAY BEHAVIOR SCORES. (GC)

DOC YEAR: [illegible] NO: 49 ABSTRACT NO: 07622
Problems [illegible]itutionalized, severely brain-damaged patients.
Rosner, S[illegible]
Gouverneur [illegible] School, New York, N.Y.
New York State Journal of Medicine 1972 May Vol. 72(9) 1028-1030

Discusses problems associated with a large group of institutionalized brain-damaged children due to abnormal function or absence of function as well as prevalent illnesses. Trauma at or before birth causing intracranial hemmorrhage is a major cause of severe damage. It is suggested that any newborn infant showing suspicious signs should be seen promptly, since delay in carrying out definitive diagnostic tests has overloaded institutions, though the conditions may have been earlier remediable.

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 02760
Variations in services to handicapped children.
Healy, Helen T.
American Journal of Nursing 1968, 68(8), 1725-1727.

Interviews with nurses suggest that their practices in meeting the social and emotional needs of handicapped children tend to reflect the philosophy of the setting in which they work more than the philosophy of the profession. The consequence could be serious underutilization of the potential of available nurses.

DOC YEAR: 1968 VOL NO: 42 ABSTRACT NO: 17482
MOTIVATIONAL FACTORS IN THE REHABILITATION FACILITY.
GOLDIN, GEORGE J.; MARGOLIN, REUBEN J.; STOTSKY, BERNARD A.
NORTHEASTERN U.
REHABILITATION LITERATURE 1968 , 29(3), 66-72.

RESULTS INDICATE THAT FACTORS OTHER THAN MONEY AND PRESTIGE ARE OFTEN MORE IMPORTANT INCENTIVES IN MOTIVATING HANDICAPPED CLIENTS TO PERFORM AND REDUCE THEIR DEPENDENCY. IN CERTAIN CIRCUMSTANCES INTERPERSONAL RELATIONSHIPS BETWEEN THE PROFESSIONAL STAFF AND THE REHABILITATION CLIENT IS MORE OF AN INCENTIVE THAN ANY MATERIAL OR NONMATERIAL REWARD. IT IS RECOMMENDED THAT THE REHABILITATION PRACTITIONER DEVELOP AWARENESS THROUGH INTROSPECTION AND AN ABILITY TO ''READ'' HIS CLIENTS ''SO THAT HE CAN RELATE TO THEM IN A MANNER THAT WILL EFFECTIVELY MOTIVATE THEM.'' THE IMPORTANCE OF WORK INTERACTION AMONG PEERS AS A MOTIVATING FACTOR IN WORKSHOPS AND REHABILITATION CENTERS IS ALSO NOTED. (15 REF.)

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 05087
History of child psychiatry.
Kanner, Leo
In A. M. Freedman & H. I. Kaplan (Eds.), The child: His psychological and cultural development: I. Normal development and psychological assessment. New York, N.Y.: Atheneum, 1972. xiv, 247 p. 4.95

Briefly outlines the major developments in child psychiatry, from the establishment of a school for the blind in the 18th century to studies of infantile autism, symbiotic psychosis, and maternal deprivation in the 1930s and 1940s.

EJ010759 EC500661
ROLE PLAYING WITH BORDERLINE AND MILDLY RETARDED ADOLESCENTS IN AN INSTITUTIONAL SETTING
Taylor, John P. Except Children; 36; 3; 206-8 69 Nov

ED028274 VT007904

RESEARCH AND DEMONSTRATION FOR NURSE' AIDE TRAINING.

Rast, Robert
Saint Philip's Coll., San Antonio, Tex.
Spons Agency-Texas Occupational Research Coordinating Unit, Austin.
Pub Date 68 Note-43p.
EDRS Price MF-$0.65 HC-$3.29

A cooperative pilot project was conducted to determine the feasibility of training mentally retarded individuals to function in a hospital setting. The 3-month nurse aide training program included 1 month of formal classroom training at the college and 2 months of supervised training in a hospital. A total of 51 students entered four classes over a 1-year period. Seventeen of the students were employed as nurse aides almost immediately upon graduation. Eight were placed by the counselor in civil service jobs which provided the opportunity for higher salaries; however, it was believed that this group would otherwise have been employed as nurse aides. Fourteen students married, were ill, or were unavailable for follow-up. Two were not employed but were waiting for placement as nurse aides. Thirteen were unable to complete the program for reasons ranging from inability to learn simple procedures to behavior problems which accounted for the greatest number of failures. Recommendations included: (1) requirements of a minimal reading level, (2) allowance of program time for adjustment, and (3) screening in relation to behavior and adjustment. Scores are presented for various psychological tests. (JK)

Facilities

ED056423 40 EC040368

PHYSICAL ENVIRONMENT AND SPECIAL EDUCATION: AN INTERDISCIPLINARY APPROACH TO RESEARCH. FINAL REPORT.

Abeson, Alan; Berenson, Bertram

Council for Exceptional Children, Arlington, Va.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No.-BR-7-0566

Grant-OEG-2-7-070566-3026

Pub Date Feb 70 Note-307p.

EDRS Price MF-$0.65 HC-$13.16

The project on physical environment and special education attempted to formulate research based statements that would assist both special educators and architects in designing educational facilities for special education. The major implication of all findings was that a dearth existed in educators and facility planners who were trained and/or experienced in planning and designing special educational facilities. Data on teacher attitudes were said to include: minor modifications in teacher's working area could improve both environment and educational program; and teachers were excluded from planning school facilities in which they worked. Three areas for research efforts were then suggested: evaluation of facility planning, measurement of effective use of environment, and assessment of relationship between man and physical environment. It was then suggested that funding of improved special educational facilities might come from the government, both state and federal. The bulk of the report was appendixes concerning: appraisal and report on existing special education facilities in the U.S.; information useful to facility planners and a special planning process guide; methodology for field experimentation for measuring environmental role in educational process; and dissemination of information. (CB)

EJ036535 EA501461

PLANNING FOR THE DISABLED: SCHOOLS FOR HANDICAPPED

Urry, C. A. Build International; 4; 1; 16-18 Jan-Feb 71

Outlines the problems of schools for the handicapped and the factors an architect must consider when designing a special school. (Author)

EJ036534 EA501460

PLANNING FOR THE DISABLED: INDOOR MOBILITY

Dessertine, A. Build International; 4; 1; 14-15 Jan-Feb 71

ED066793 24 EA004397
ENVIRONMENTS FOR THE PHYSICALLY HANDICAPPED. EDUCATIONAL FACILITIES REVIEW SERIES NUMBER 8.
Baas, Alan M.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency-National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No.-BR-8-0353
Contract-OEC-0-8-080353-3514
Pub Date Aug 72 Note-6p.
EDRS Price MF-$0.65 HC-$3.29

Only recently is research into the total environmental requirements of the physically handicapped beginning to make substantial progress. Earlier literature in this field, which constitutes the majority of the literature presently available, concentrates on specifying basic building criteria but gives little or no attention to the nature of environmental interaction in the learning process. Educators and architects are now beginning to realize that the special architectural needs of the physically handicapped are complex and deserve more consideration than given in the past. This review surveys 24 documents previously announced in RIE, all but seven of which are available through ERIC. Annotations are provided for publications whose titles do not indicate their focus and content. (Author)

ED036040 40 EC005007
THE MODIFICATION OF EDUCATIONAL EQUIPMENT AND CURRICULA FOR MAXIMUM UTILIZATION BY PHYSICALLY DISABLED STUDENTS. FINAL REPORT.
Yuker, Harold E.; Feldman, Martin A.
Human Resources Center, Albertson, N.Y.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.-BR-5-0410
Grant-OEG-2644
Pub Date Dec 67 Note-26p.
EDRS Price MF-$0.65 HC-$3.29

To provide information on educational modifications for physically disabled children, a review of over 800 documents was evaluated, extensive interviews were conducted, and correspondence was gathered. The information was compiled and evaluated by the Human Resources Center and presented in five monographs dealing with school design, educational equipment, transportation, staffing, and curriculum and instructional techniques for physically disabled students. Each discussion presents problems and suggests solutions. The conclusions of the total project were that dissemination of this collated information can result in better educational techniques; there is much creative thinking currently, but lack of communication hampers adoption of new techniques; and more surveys of information are needed concerning individual exceptionalities. Summaries of the monographs are provided. (JM)

ED041407 EC003975

ARCHITECTURAL CONTRIBUTIONS TO EFFECTIVE PROGRAMMING FOR THE MENTALLY RETARDED. CONFERENCE REPORT OF THE ARCHITECTURAL INSTITUTE (DENVER, COLORADO, MAY 15-16, 1967).

American Association on Mental Deficiency, Washington, D.C.; American Inst. of Architects, Washington, D.C.; National Association for Retarded Children, New York, N.Y.

Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date May 67 Note-69p.

Available from-National Association for Retarded Children, 420 Lexington Avenue, New York, New York 10017

EDRS Price MF-$0.65 HC-$3.29

Conference participants consider the role of the architect and the programer in planning and constructing facilities for the mentally handicapped. David Rosen discusses the design problems of state institutions with particular reference to the Woodbridge State School in New Jersey; Gunnar Dybwad describes the need of the programer for the architect; and Arnold Gangnes treats the need of the architect for the programer. The architectural program is defined as a means of communication with the client by Edwin Cromwell, and the programming process is detailed by John Garber. Also provided are David Ray's and John Truemper's consideration of the programer and architect in action and J. Eugene McKee's treatment of planning for community facilities. Two forwards, excerpts from informal discussions, and a list of registrants are included. (JD)

ED018947# EF001236

AMERICAN STANDARD SPECIFICATIONS FOR MAKING BUILDINGS AND FACILITIES ACCESSIBLE TO, AND USABLE BY, THE PHYSICALLY HANDICAPPED.

National Easter Seal Society for Crippled Children and Adults, Chicago, Ill.

Pub Date OCT61

DOCUMENT NOT AVAILABLE FROM EDRS.

THIS STANDARD IS INTENDED TO PROVIDE MINIMUM REQUIREMENTS TO BE USED IN THE CONSTRUCTION OF ALL BUILDINGS AND FACILITIES AND FOR ADOPTION AND ENFORCEMENT BY ADMINISTRATIVE AUTHORITIES IN ORDER TO ALLOW INDIVIDUALS WITH PERMANENT PHYSICAL DISABILITIES TO PURSUE THEIR INTERESTS AND ASPIRATIONS, DEVELOP THEIR TALENTS, AND EXERCISE THEIR SKILLS. SPECIFIC AREAS MENTIONED INCLUDE--(1) DEFINITIONS OF DISABILITIES AND TECHNICAL TERMS, (2) GENERAL PRINCIPLES AND CONSIDERATIONS OF INDIVIDUALS FUNCTIONING BY WHEELCHAIR OR CRUTCHES, (3) SITE DEVELOPMENT, GRADING, WALKS, PARKING LOTS, (4) BUILDINGS, RAMPS, ENTRANCES, DOORS, STAIRS, FLOORS, (5) EQUIPMENT, TOILETS, WATER FOUNTAINS, TELEPHONES, ELEVATORS, CONTROLS, (6) COMMUNICATION, IDENTIFICATION, WARNING SIGNALS, AND (7) HAZARDS. ILLUSTRATIONS SHOW KNURLED DOOR HANDLES AND KNOBS. A FREE LIST OF AMERICAN STANDARDS MAY BE OBTAINED FROM AMERICAN STANDARDS ASSOCIATION, INC., 10 EAST 40TH STREET, NEW YORK 16, N.Y. (MM)

ED014179# EC000740

THE DIRECTORY FOR EXCEPTIONAL CHILDREN--EDUCATIONAL AND TRAINING FACILITIES.

SARGENT, F. PORTER

Pub Date 65

DOCUMENT NOT AVAILABLE FROM EDRS.

THIS DIRECTORY, INTENDED FOR BOTH THE PROFESSIONAL WORKER AND THE LAY PERSON, LISTS AND FURNISHES DETAILED INFORMATION CONCERNING FACILITIES FOR THERAPY, TRAINING, REHABILITATION, AND EDUCATION OF CHILDREN UNABLE TO ATTEND REGULAR SCHOOL. LISTED ARE SCHOOLS AND TREATMENT CENTERS FOR THE EMOTIONALLY DISTURBED AND SOCIALLY MALADJUSTED, STATE SCHOOLS FOR THE SOCIALLY MALADJUSTED, PSYCHIATRIC AND GUIDANCE CLINICS, TUTORING AND REMEDIAL SCHOOLS, DAY FACILITIES FOR ORTHOPEDIC AND OTHER HANDICAPS, FACILITIES FOR VARIOUS SPECIAL HEALTH PROBLEMS, RESIDENTIAL, DAY AND STATE FACILITIES FOR THE MENTALLY RETARDED, SPEECH AND HEARING CLINICS, AND SCHOOLS FOR THE BLIND, PARTIALLY SIGHTED, DEAF, HARD OF HEARING, AND SPEECH HANDICAPPED. THE AREAS OF EXCEPTIONALITY ARE INDEXED BY STATE AND INCLUDE ADDRESS, DIRECTOR, ENROLLMENT, AGES, HANDICAPPED ACCEPTED, RATES, FACULTY, OWNERSHIP, AND YEAR ESTABLISHED. AN ADDITIONAL INDEX LISTS FACILITIES BY VARIOUS SPECIAL NEEDS OF THE HANDICAPPED. ASSOCIATIONS, SOCIETIES, FOUNDATIONS, AND FEDERAL AND STATE AGENCIES ARE LISTED BY TYPE OF HANDICAPPED SERVED. THIS DOCUMENT WAS PUBLISHED BY PORTER SARGENT PUBLISHER, 11 BEACON STREET, BOSTON 8, MASSACHUSETTS, $7.00. (JA)

EJ037253 EA501463

PLANNING FOR THE DISABLED: STEPS AND LIFTS

Alenmark, Stig Build International; 4; 1; 22-23 Jan-Feb 71

Outlines Sweden's building standards for the handicapped. (Author)

ED012062 CG000109

A STUDY OF THE INTEGRATION OF SERVICES OF INDUSTRIAL MEDICAL DEPARTMENTS AND A REHABILITATION CENTER. FINAL REPORT.

MCQUILLEN, ANITA ; AND OTHERS

Pub Date JUN63 Note-102P.

EDRS PRICE MF-$0.65 HC-$6.58

THIS IS A DEMONSTRATION PROJECT OF COOPERATION BETWEEN A REHABILITATION CENTER AND THREE LARGE INDUSTRIAL COMPANIES. OVER A 3-YEAR PERIOD, 56 WORKERS WHO HAD BEEN INJURED ON THE JOB AND HOSPITALIZED WERE ADMITTED TO THE REHABILITATION CENTER. OF THE 50 WORKERS STUDIED, THE AVERAGE LENGTH OF STAY IN THE CENTER WAS 36 DAYS. A FOLLOWUP STUDY, CONDUCTED 3 MONTHS AFTER DISCHARGE, SHOWED 45 OF THE 50 WORKERS WERE EMPLOYED, AND 50 PERCENT SAID THEY FELT GREATLY IMPROVED. ATTEMPTS ARE MADE IN THE REPORT TO ANALYZE THE REASONS THAT OTHERS WERE LESS SATISFIED WITH THE TREATMENT. OF GREAT IMPORTANCE TO THE PROJECT WAS THE ESTABLISHMENT OF COOPERATIVE WORKING PROCEDURES WITH THE INDUSTRIAL-MEDICAL DEPARTMENTS. THE VARIOUS FACTORS INVOLVED IN THIS ARE DISCUSSED. THE PROJECT STAFF CONCLUDES THAT SUCH COOPERATION IMPROVES THE REHABILITATION OF INJURED WORKERS. ONE OF THE RECOMMENDATIONS IS THAT A FUTURE PROJECT ATTEMPT TO MEASURE ACTUAL MEDICAL COSTS OF SUCH REHABILITATION PROGRAMS. (NS)

ED026791 EC003655
ARCHITECTURAL WORKSHOP; CONFERENCE REPORT OF THE ARCHITECTURAL INSTITUTE (PORTLAND, OREGON, OCTOBER 16-17, 1967).
National Association for Retarded Children, New York, N.Y.
Spons Agency-Social and Rehabilitation Service (DHEW), Washington, D.C.
Pub Date 67 Note-76p.
Available from-National Association for Retarded Children, 420 Lexington Avenue, New York, New York 10017.

Conference papers consider designing facilities to meet the needs of the mentally retarded and other handicapped persons. Complete texts and summaries are provided of R.B. Price on environmental design, E.D. Helsel on architectural barriers, H. Gordon on preschool programs and facilities, and H. Palmer on training centers for young adults. Also included are papers by H.W. Maier on living units for institutionalized retarded; O. Kurren on living units for the mild and moderate retarded; W. Johnson on facilities for the deaf; C. Woodcock on facilities for the blind retarded; and J. Falick on joint mental health/mental retardation facilities. Summaries alone are given for 19 additional papers on the theories and needs of architectural design for the handicapped, with attention also paid to the international symposium and to specific types of facilities, such as schools and residential units for the mentally, physically, and otherwise handicapped. (JD)

DOC YEAR: 1972 VOL NO: 47 ABSTRACT NO: 07571
LEARNING AND PHYSICAL ENVIRONMENT: THE NECESSITY FOR RESEARCH AND RESEARCH DESIGN.
CRUICKSHANK, WILLIAM M.; QUAY, HERBERT C.
U. MICHIGAN, INST. FOR THE STUDY OF MENTAL RETARDATION
EXCEPTIONAL CHILDREN 1970, DEC, VOL. 37(4), 261-268

DISCUSSES THE GROWING CONCERN ABOUT PLANNING AND PROVIDING EFFECTIVE PHYSICAL FACILITIES FOR SPECIAL EDUCATION PROGRAMS. PARTICULAR EMPHASIS IS FOCUSED ON THE INADEQUACY OF DECISIONS MADE BY SPECIAL EDUCATORS AND ARCHITECTS REGARDING THE NATURE OF THE PHYSICAL ENVIRONMENT IN THE ABSENCE OF EMPIRICALLY OBTAINED EVIDENCE. SUPPORTING THE NEED FOR SUCH RESEARCH, SOME OF THE DIFFICULTIES ENCOUNTERED THE ISOLATION OF VARIABLES, MANAGEMENT TECHNIQUES, AND DESIGN ARE DISCUSSED.

Society

ED057550 EC040869

THE SEARCH FOR THE EDUCATIONAL SYSTEM THAT DOESN'T EXIST.

Gallagher, James J.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Jan 72 Note-11p.

The author critically analyzes the current American educational system and philosophy, with emphasis on educational needs of handicapped children. He finds special educators often are not aware of the different language required to communicate with the general public, influence molders, decision makers, professionals, and academicians. He believes that the public has serious doubts about the current system's ability to improve and hypothesizes that the system fails to solve educational and social problems because the society itself is not organized to solve these problems. The American educational system is thought to be an educational non-system, for it stresses autonomous units and self contained operations, not integrated and responsive operations. Because there is little foreseeable hope that the near future will produce 79,000 additional specialists needed in emotional disturbance alone, the author speculates that educational technology and mass media may have to play greater roles. System elements thought to be needed in the field of special education are discussed such as, planning and evaluation on a national level, improved training of special educators, more sustained research and development, educational communication centers, and demonstration centers for materials and methods. (CB)

ED036004# EC004817

EXCEPTIONAL CHILDREN IN A MODERN SOCIETY. SECOND EDITION.

Love, Harold D.

Pub Date 67 Note-184p.

Available from-Kendall/Hunt Publishing Company, 135 S. Locust Ave., Dubuque, Iowa 52001

Document Not Available from EDRS.

This attempt to cover the entire spectrum of exceptionalities in children aims at both graduate and undergraduate students. Discussed are a background of identification techniques for exceptionalities and the screening and education of the gifted child. Included are sections dealing with the classifications, history, types, education, and future possibilities of the following handicaps: the mentally retarded, the visually impaired, those with speech problems, the aurally impaired, the orthopedically and health impaired, the emotionally disturbed, and those with brain dysfunction. Attention is also given to parent attitudes toward their handicapped children and plans for special education. Bibliographies follow each chapter. (JM)

ED064830 EC042417
CONTIGUITY AND CONTINUITY IN GENERAL AND SPECIAL EDUCATION.
Bradshaw, James A., Ed.; And Others
Western Interstate Commission for Higher Education, Boulder, Colo.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.
Contract-OEC-0-70-1999(725)
Pub Date Jan 72 Note-186p.; Selected papers of three working conferences (February, 1971)
EDRS Price MF-$0.65 HC-$6.58

Presented are thirteen selected papers focusing on the relationship of special education to regular education. The first short paper explains the purpose of the conference, while the next three papers discuss various aspects of mental subnormality: that many cases of mental subnormality result from prenatal famine, that mental subnormality resulting from deprivation in the existing society is society's achievement and challenge, and that factors in reproduction relate to mental subnormality. The following paper examines learning disabilities in terms of why a child cannot learn and minimal brain dysfunction. Then discussed are the special education/general education interface and the integration of professional training. A symposium on discontinuity in general education/special education reviews topics related to the realization that a basic problem is the educator himself. Papers on the reintegration of training and a model for the operational implementation of educational research and training in the classroom are than presented. A symposium on strategies, models, and ideas for action in western colleges and universities considers topics such as teacher education and student placement. Rap session comments on conference topics and explanation of the mutual goal of special and regular education are provided last. (CB)

EJ010769 EC500673
ADULT ADJUSTMENT OF THE MENTALLY RETARDED: IMPLICATIONS FOR TEACHER EDUCATION
Sparks, Howard L.; Younie, William J. Except Children; 36; 1; 13-8 69 Sep

ED037870# EC005365
THE DIFFERENT CHILD GROWS UP.
Egg, Maria
Pub Date 69 Note-128p.
Available from-John Day Company, Inc., 62 West 45th Street, New York, New York 10036

Designed for parents and friends of the mentally handicapped, the text deals with the periods of youth, adolescence, and adulthood. Areas discussed are attitudes toward handicapped children, incidence, growth, puberty, sex education, marriage, travel training, emotional maturity, and the role of the institution. Also of concern are the problems of the handicapped adult, vocational training, sheltered workshops, leisure time activities, and problems inherent in old age. The text is written in easily understood, nontechnical language. (JM)

ED014835# EC001090
GUIDING THE RETARDED CHILD, AN APPROACH TO A TOTAL EDUCATIONAL PROGRAM.
BAUMGARTNER, BERNICE B.
Pub Date 65
DOCUMENT NOT AVAILABLE FROM EDRS.

THIS BOOK PRESENTS AN APPROACH TO EDUCATING THE MENTALLY RETARDED CHILD, WITH THE EMPHASIS ON PROVIDING A COMPREHENSIVE EDUCATIONAL PROGRAM BASED ON CREATING A HOME-SCHOOL-COMMUNITY ENVIRONMENT. IT IS ADDRESSED TO SPECIAL EDUCATION AND SPECIAL SUBJECT TEACHERS, TO THE REGULAR CLASSROOM TEACHER WITH A MENTALLY RETARDED CHILD IN HIS CLASS, AND TO ADMINISTRATORS, PARENTS, AND OTHER PROFESSIONALS WORKING WITH THE MENTALLY RETARDED. THE ROLE AND FUNCTIONS OF THE TEACHER, AS HE CREATES A BENEFICIAL ENVIRONMENT FOR LEARNING, FORM THE FIRST AREA OF CONSIDERATION. THE USE OF SOCIAL COMMUNICATION AS THE KEY TO EXPERIENCE IS DISCUSSED. RECORDING OBSERVATIONS, WRITING REPORTS AND PREPARING DAILY PLANS IS EXPLAINED AND SHOWN TO BE NECESSARY FOR PLOTTING A REALISTIC LONG-RANGE COURSE. THE IMPORTANCE OF SCHEDULING TIME IS NOTED. THE FOLLOWING SECTION DEALS WITH SPECIFIC SUBJECTS, BOTH ACADEMIC AND THOSE FOSTERING CREATIVE AND RECREATIONAL GROWTH. THE COMPREHENSIVE ENVIRONMENT APPROACH IS RELATED TO THE LANGUAGE ARTS, SOCIAL STUDIES, ARITHMETIC, SCIENCE, PHYSICAL EDUCATION, MUSIC, ART, HOMEMAKING, AND OCCUPATIONAL EDUCATION. THE FINAL SECTION ENUMERATES AND DESCRIBES APPROPRIATE LEARNING SITUATIONS AND DISCUSSES THE TOTAL PROGRAM CONCEPT. SELECTED REFERENCES FOR PROFESSIONALS AND STUDENTS ARE INCLUDED IN SOME CHAPTERS. THIS DOCUMENT WAS PUBLISHED BY THE JOHN DAY CO., NEW YORK, N.Y. $6.95. (MS)

ED027670# EC003528
SOCIAL SERVICES TO THE MENTALLY RETARDED.
Beck, Helen L.
Pub Date 69 Note-207p.
Available from-Charles C. Thomas, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($8.75).
Document Not Available from EDRS.

Written primarily for social workers who deal with the retarded and their families, the text surveys the needs in mental retardation and ways of meeting those needs. Aspects considered are causes and manifestations, evaluation and planning, and organizational problems; the retardate in the community; behavioral manifestations; and social implications. Services are discussed in terms of the process of discovery and information, special services, special use of community services, residential facilities, and services to the family; social work goals and techniques are described along with situational problems. Services to the retarded and their families are treated with reference to the social workers on the professional team, the psychosocial diagnosis, the professional relationship, and casework treatment. Also presented are some specific concerns of parents and social workers in looking ahead and conclusions regarding social work research and consultation in the future. (JD)

ED011707 EC000058

EXTENDING CLINICAL SERVICES FOR MENTALLY RETARDED CHILDREN AT THE COMMUNITY LEVEL.

POOLE, BELLE

California State Dept. of Public Health, Berkeley.; Childrens Hospital, Los Angeles, Calif.

Pub Date 65 Note-25P.

EDRS PRICE MF-$0.65 HC-$3.29

A CLINIC TEAM CONSISTING OF A PEDIATRICIAN, SOCIAL WORKER, PSYCHOLOGIST, AND PUBLIC HEALTH NURSE PROVIDED EVALUATIVE SERVICES. THE PURPOSES WERE TO DEMONSTRATE A MULTIDISCIPLINARY APPROACH TO DIAGNOSIS AND PARENT COUNSELING, TO TRAIN AND STIMULATE INTEREST OF OTHER PROFESSIONS IN MENTAL RETARDATION, AND TO HELP COMMUNITIES DEVELOP THEIR OWN SERVICE FOR THE RETARDED CHILD AND HIS FAMILY. FROM MAY 1960 TO OCTOBER 1961 THE DEMONSTRATION PROJECT HELD A TOTAL OF 14 CLINICS IN WHICH 54 CHILDREN (FOUR AT EACH CLINIC) WERE EVALUATED. THIS STAFF ALSO CONDUCTED AN INSERVICE EDUCATIONAL PROGRAM FOR PUBLIC HEALTH NURSES AND SOCIAL WORKERS. OTHER PROFESSIONAL PERSONNEL ATTENDED CASE STAFFINGS, INCLUDING PHYSICIANS, TEACHERS AND SCHOOL ADMINISTRATORS, AND PSYCHOLOGISTS. FOLLOWING TERMINATION OF THE DEMONSTRATION PROJECT, A CLINIC TEAM WAS ORGANIZED THROUGH THE EFFORTS OF SEVERAL PUBLIC AGENCIES, INCLUDING THE PUBLIC SCHOOLS. A SPECIAL EDUCATION CLINIC UNDER THE AUSPICES OF THE PUBLIC SCHOOLS DEVELOPED. OTHER BENEFITS ASCRIBED TO THE PROGRAM AS WELL AS PROBLEMS IN ITS IMPLEMENTATION ARE POINTED OUT AND BRIEFLY DISCUSSED. TABLES INCLUDE DATA FOR THE 54 CASES. (VO)

ED017111# EC001754

THE MENTALLY RETARDED CHILD, A GUIDE TO SERVICES OF SOCIAL AGENCIES.

BEGAB, MICHAEL J.

Childrens Bureau (DHEW), Washington, D.C.

Report No.-CB-PUB-404-1963

Pub Date 63

DOCUMENT NOT AVAILABLE FROM EDRS.

ESSENTIAL INFORMATION IS PRESENTED TO SOCIAL WORKERS SO THAT THEY MAY PROVIDE BETTER SERVICES TO MENTALLY RETARDED CHILDREN AND THEIR FAMILIES. INCLUDED ARE (1) A LOOK AT THE PAST, CURRENT DEFINITION, AND DISCUSSION OF CAUSATION, (2) FACTORS IN DEVELOPMENT, GROWTH AND BEHAVIORAL CHARACTERISTICS FOR THREE LEVELS OF RETARDATION, AND (3) SEVERAL FAMILY RELATED PROBLEMS AND FACTORS IN FAMILY ADJUSTMENT. CASEWORK AND SOCIAL GROUP WORK WITH PARENTS AND WITH CHILDREN ARE ALSO DISCUSSED. THE FOLLOWING TOPICS ABOUT PLANNING ARE TREATED--HOME CARE, INSTITUTIONAL CARE, FOSTER HOME CARE, SMALL GROUP HOMES, ADOPTION, SUPPLEMENTING PARENTAL CARE WITH DAY CARE OR HOMEMAKER SERVICES, OTHER SERVICES, AND COMMUNITY PLANNING. A 65-ITEM REFERENCE LIST IS INCLUDED. THIS DOCUMENT WAS PUBLISHED BY THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402, AND IS AVAILABLE FOR $0.45. (DF)

EJ000857 EC500075

NEW PERSPECTIVES IN APPLIED NUTRITION FOR MENTALLY RETARDED CHILDREN

Endres, Jeannette; Thaman, Audrey Ment Retard; 7; 1; 44-7 69 Feb

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 08939
Educational research and its impact on mental retardation.
Gallagher, James L.
U.S. Office of Education, Bureau of Education for the Handicapped, Washington, D.C.
Mental Retardation 1969, Apr, Vol. 7(2), 38-40

Examines the requirements of research designs and models in educational research, emphasizing the inclusion of the ''complex social context in which most of the child's learning takes place.'' Research, development, demonstration, implementation, and adoption are viewed as the stages through which knowledge is translated into action in the improvement of educational programs for the mentally retarded.

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 10514
Let's change our research priorities in retardation.
Albee, George W.
Case Western Reserve U.
Journal of Special Education 1970, Spr, Vol. 4(2), 139-147

Discusses mental retardation in terms of polygenic (combined effects of a number of different genes) inheritance. The majority of retardation is viewed as not being defective or pathological, but merely at an extreme of a continuum of intelligence which is normally distributed. Assuming that most retarded children and adults are not retarded as a result of organic pathology, it is argued that current research priorities are incorrect. Instead of looking for a biomedical basis for retardation, research should be devoted to educational, social, and habilitative approaches. It is suggested that a significant proportion of research efforts should be directed toward the development of (a) services to maximize the limited potential of the mildly deficient, and (b) socially innovative opportunities to enable the mildly retarded to be reasonably self-sufficient. (16 ref.)

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 10519
The plight of special education.
Clausen, Johs
New York State Inst. for Basic Research in Mental Retardation, Staten Island
Journal of Special Education 1970, Spr, Vol. 4(2), 157-159

Replies to G. W. Albee's (see PA, Vol. 45:Issue 6) article on changing research priorities in retardation, and criticizes his categorical statement that 21/2% of the mentally defective are of polygenic origin. It is argued that percentage is undetermined. Clausen agrees with Albee that improved educational and habilitative procedures and facilities are necessary, but does not think it necessary to ridicule other disciplines (e.g., biomedical) to promote the granting of funds in the educational area. It is suggested that the way to shift priorities is a series of specific and constructive research proposals, designed to establish which educational procedures defectives will respond to, which strategies of intervention are most effective, and the amount of improvement which may be expected for the various categories of defectives.

ED046153# EC031237

SOCIAL WORK AND MENTAL RETARDATION.

Schreiber, Meyer, Ed.

Pub Date 70 Note-758p.

Available from-John Day Company, 257 Park Avenue South, New York, New York 10010 ($12.95)

Document Not Available from EDRS.

Of special interest for social work students, teachers, and practitioners, the collection of 94 articles presents a broad survey of the field of mental retardation particularly as it relates to social work. The articles indicate both past work and the current status of social work practice with the mentally retarded. Material includes background information on retardation from the social and behavioral sciences, and information on the retardate himself, his family, his social network, basic relevant concepts from social work and current social service practices, and some vital issues. Twelve major units of articles deal specifically with such topics as perspectives on our current state of knowledge, philosophy and values regarding the mentally retarded, social welfare policy, models of service delivery, the parent self-help group, provision of various specific social services to retardates and their families, utilization of paraprofessionals and professionals in delivery of services, social work education, and social research. (KW)

ED025081 EC003042

THE DOUBLY DISADVANTAGED; A STUDY OF SOCIO-CULTURAL DETERMINANTS IN MENTAL RETARDATION.

Meisgeier, Charles

Texas Univ., Austin. Extension Teaching and Field Service Bureau.

Spons Agency-Public Health Service (DHEW), Washington, D.C.

Pub Date Jul 66 Note-135p.

EDRS Price MF-$0.65 HC-$6.58

Citing relevant studies and providing statistical data in 29 figures and 28 tables in the text and 15 appended tables, the report describes the characteristics of Texas' three major ethnic groups, Anglos, Latin Americans, and Negroes; discusses mental retardation in relation to socio-cultural factors, deprivation, health factors, education and illiteracy, and migrancy; and considers the characte"istics of residential school enrollment. One bibliography cites 70 items; a second annotates 52 items on Latin American migrant labor. Guide questions for Negro and Latin American group meetings and excerpts from the Texas migrant health project are included. (JD)

EJ074677 EC051112

CAREER EDUCATION AS A PHILOSOPHY AND A PRACTICE: AN INTERVIEW WITH GEORGE KLINKHAMER

Klinkhamer, George Teaching Exceptional Children; 5; 3; 124-27 Spr 73

ED061667 EC041666
RETARDED CHILDREN OF THE POOR: A CASEBOOK.
Kirkland, Marjorie H.
Community Services Administration (DHEW), Washington, D.C.
Report No.-SRS-72-23003
Pub Date 71 Note-71p.
EDRS Price MF-$0.65 HC-$3.29

Written for welfare and social workers, the publication concerns families which have problems of retardation, usually mild or borderline, and which are heavily represented on welfare rolls. A brief discussion of retardation and family and child welfare services is followed by a list of suggested readings dealing with social and child welfare services applicable to the retarded. The remaining six chapters are each introduced by a summary of a typical problem case of retardation: a school-age boy, an adolescent girl with normal siblings, a rebellious adolescent boy in foster care, a case of dependency resulting from institutional living, an adult in need of vocational training, and a family with several mildly retarded children. Discussion following each case presentation focuses on understanding of the family situation involved, analysis of problems represented by the case, and suggestions for the social worker concerning assistance and services which can be provided to clients to ameliorate such situations. (KW)

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 07656
Purposes for referring certain students to the psychological department for evaluation.
Bowen, Robert D.
Indiana U.
Dissertation Abstracts International 1973 May Vol. 33(11-A) 6202-6203

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 05354
Interviewing: Its principles and methods. (2nd ed.)
Garrett, Annette
New York, N.Y.: Family Service Assn. of America, 1972. vii, 209 p. 6.50(cloth) 3.95(paper)

Presents 11 illustrative social service interviews dealing with the problems of teenagers, the elderly, the handicapped, married couples, and migrant workers. Simple statements of the principles for successfully planning and carrying out interviews are discussed.

EJ083641 VT505116
A SPECIAL PROGRAM FOR SPECIAL STUDENTS
Tinney, Gladys R. Journal of Home Economics; 65; 3; 24-26 Mar 73

EJ010842 EC500747
COUNSELLING WITH THE EDUCABLE MENTALLY RETARDED
Fine, Marvin J. Training Sch Bull; 66; 3; 105-10 69 Nov

EJ052834 CG504083
THE MEDICAL MODEL IN SPECIAL EDUCATION
Reger, Roger Psychology in the Schools; 9; 1; 8-14 Jan 72

ED072565 EC050918
ABOUT JOBS AND MENTALLY RETARDED PEOPLE.
National Association for Retarded Children, New York, N.Y.; President's Committee on Employment of the Handicapped, Washington, D.C.
Pub Date 72 Note-44p.
EDRS Price MF-$0.65 HC-$3.29

The booklet is intended to convey an understanding of the world of work and of preparation for work by the mentally retarded. Some reasons for working, other than the obvious economic one, are explained. It is emphasized that all jobs, skilled or not, can be performed with dignity. Summarized are types of evaluation which can help one find the right kind of job for him and types of preparation for work. Vocational rehabilitation is explained in terms of who can get it, what it consists of, and whether it works. Mentioned are several sources of help in job-hunting and some employers who have specific programs and policies giving an equal break to mentally retarded people who can do the job. A directory lists contacts in each state which could be helpful in securing employment for the mentally retarded: Governor's Committees, State Associations for Retarded Children, State Vocational Rehabilitation Offices, State Employment Security Offices, and Federal Job Information Centers. (KW)

EJ002973 CG500181
SOME CONSIDERATIONS IN TRAINING THE DISADVANTAGED
James, Dennis J Employment Counseling; 6; 1; 3-8 69 Mar

ED036946 EC005148
THESE, TOO, MUST BE EQUAL.
President's Committee on Employment of the Handicapped, Washington, D.C.; President's Committee on Mental Retardation, Washington, D.C.
Pub Date 69 Note-28p.
EDRS Price MF-$0.65 HC-$3.29

Addressed to the general public, the booklet describes the need for lesser skilled workers and for changed attitudes toward the mentally retarded. The successes and failures of vocational rehabilitation are assessed; the citizen's role in meeting employment problems of the retarded is asserted. Aspects of rehabilitation are presented, including early preparation, education and training, medical rehabilitation, employment, independent and sheltered living, and mass promotion and education. Definitions are appended of mental retardation, education, and rehabilitation; also appended are charts treating levels of retardation and program and information sources. (JD)

ED018895# EC001246

PLANNING COMMUNITY SERVICES FOR THE MENTALLY RETARDED.

MEYEN, EDWARD L., ED.

Pub Date 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESIGNED AS A SUPPLEMENTARY TEXT FOR BASIC COURSES ON MENTAL RETARDATION, SPECIAL EDUCATION ADMINISTRATION, VOCATIONAL REHABILITATION, AND SOCIAL WORK, THIS COLLECTION OF 35 READINGS PRESENTS BACKGROUND ON THE MAJOR SERVICE AREAS WHICH ARE NECESSARY IN PROVIDING A CONTINUUM OF CARE FOR MENTALLY RETARDED CITIZENS. THE READINGS ARE DIVIDED INTO FIVE CATEGORIES--BASIC GUIDELINES TO PLANNING (SEVEN ARTICLES), CLINIC SERVICES (SEVEN ARTICLES), REHABILITATION SERVICES (10 ARTICLES, SEVEN OF THEM ON SHELTERED WORKSHOPS), DAY CARE SERVICES (FIVE ARTICLES), AND RESIDENTIAL CARE (SIX ARTICLES). EACH AREA IS PRECEDED BY A BRIEF INTRODUCTION FROM AN EDUCATIONAL PERSPECTIVE AND FOLLOWED BY SITUATION DISCUSSION QUESTIONS. ORGANIZED IN SECTIONS TO PARALLEL THESE FIVE CATEGORIES, THE BIBLIOGRAPHY INCLUDES 127 ENTRIES. THIS DOCUMENT IS AVAILABLE FROM THE INTERNATIONAL TEXTBOOK COMPANY, SCRANTON, PENNSYLVANIA, FOR $4.95. (DF)

ED073301 VT019085

VOCATIONAL ASSESSMENT AND WORK PREPARATION CENTRES FOR THE DISABLED.

International Labour Office, Geneva (Switzerland).

Report No.-D-15-1970

Pub Date 70 Note-100p.

The purpose of this manual is to provide a basic guide for governments and other organizations in developing countries who want to either establish vocational assessment and preparation centers or develop training facilities for disabled persons. Contents include: (1) Establishing a Vocational Assessment and Work Preparation Center, (2) Staffing Requirements, Staff Selection, and Duties, (3) Workshop Organization and Procedures, (4) Identification and Selection of Rehabilitees, (5) Case Conference Procedure, and (6) Vocational Training of the Disabled. Appendices providing more detailed information supplement the text. (Author/SN)

EJ061979 CG504796

OBSTACLES TO SERVICES FOR THE MENTALLY RETARDED

Brown, Diana L. Social Work; 17; 4; 98-101 Jun 72

Although services for the mentally retarded have grown tremendously in the past decade, many practical problems remain. These problems, which confront either the client and his family or the professional, must be examined carefully if both groups are to work together to provide needed services for the retarded. (Author)

EJ045903 CG503672

CONSUMER CHOICE, CONSUMER CONTROL IN SERVICE DELIVERY

Meenaghan, Thomas M.; Mascari, Michael Social Work; 16; 4; 50-57 Oct 71

This article discusses patterns in the delivery of social welfare services, with reference to the specific service area of mental retardation. The authors propose a model that adds two vital elements to present service delivery patterns, a benefit system and a plan for consumer organization. (Author)

ED027660 EC003432

WORK-CITIZENSHIP PREPARATION SERVICES FOR MENTALLY RETARDED ADULTS, A REPORT ON: SELECTED DEMONSTRATION PROJECT #278.

Gragert, H.T.

Goodwill Industries, Kansas City, Mo.

Spons Agency-Kansas Vocational Rehabilitation Service, Topeka.; Missouri Section for Vocational Rehabilitation, Jefferson City.; Vocational Rehabilitation Administration (DHEW), Washington, D.C.

Pub Date 62 Note-149p.

EDRS Price MF-$0.65 HC-$6.58

An experimental vocational rehabilitation program for the mentally retarded (mean IQ=65.8, mean level of academic achievement=3rd grade) was conducted by Goodwill Industries from December 1958 to November 1962. Of 371 clients who were evaluated for occupational, academic, and vocational abilities, 337 completed the full diagnostic phase of the program. Clients lived at home or in a boarding home; in addition to job skills they were trained in family living, personal hygiene, conduct, citizenship, and work attitudes. Jobs were broken into separate tasks; clients received tryouts in from three to seven work areas and were evaluated in each. A number of trainees received on the job training at other agencies. Ninety-six or 28.5% of the trainees were dropped from the program primarily because of behavioral disturbances that could not be resolved in the scope of the program. Of those who completed evaluation, 33 were placed in competitive jobs, three were recommended for further diagnosis, 26 for training in trade schools, and 179 for training in Goodwill Industries. Results indicate that the mentally retarded can successfully be trained to be employable and to live satisfactorily in the community: additional programs are needed to prevent or alleviate behavior problems which prevent otherwise capable persons from getting and holding jobs. (RP)

EJ068226 EC050471

A FOLLOW-ALONG SERVICE FOR THE MR

Rvdell, Charlene Mental Retardation: 10: 5: 12-14 Oct 72

Described is a program in which social workers operate outside traditional agency structures to insure that mentally retarded clients receive services they need at the proper time, to inform clients about available services, to provide supportive counseling, and to maintain continuous contact through the various stages of each client's life. (GW)

ED074666 EC051513

TWENTY-FIFTH ANNIVERSARY ANNUAL MEETING, MINUTES. MAY 3, 4, 5, 1972.

President's Committee on Employment of the Handicapped, Washington, D.C.

Pub Date May 73 Note-57p.; Minutes of Twenty-fifth Anniversary Annual Meeting, President's Committee on Employment of the Handicapped, May 3, 4, 5, 1972, Washington, D.C.

Reported were proceedings of the twenty-fifth annual meeting of the President's Committee on Employment of the Handicapped. Opening ceremonies included a speech summarizing past and projected developments in employment of the handicapped, a speech by Raymond Burr who acted as master of ceremonies, recognition of many categories of volunteers who assisted the handicapped over the past quarter of a century, and tributes to outstanding handicapped individuals. Summarized were recommendations from panel discussions on such topics as better living for the handicapped, legislation, rehabilitation, the problems of handicapped persons who also live in poverty, disabled veterans, recreation, and public relations. Devices for the handicapped, including an electric cart, a coordinated electric arm, and an electric elbow, were demonstrated. Reported were events which took place concurrently with the annual meeting, such as a symposium conducted by the Partners Rehabilitation Education Program and a board meeting of the Job Placement Division of the National Rehabilitation Association. (GW)

ED068503 TM001840

PRIMARY MENTAL HEALTH PROJECT: APPENDIX B, PROCESS ACTIVITY FORMS; MANUAL FOR USE, INCLUDING INSTRUCTIONS AND EXAMPLES; APPENDIX C, REFERRAL CATEGORY, MANUAL FOR USE, INCLUDING INSTRUCTIONS AND EXAMPLES; AND APPENDIX D, DERIVATION OF AIDE CHARACTERISTIC FACTOR SCORES.

McWilliams, Spencer A.

Pub Date Oct 70 Note-34p.

EDRS Price MF-$0.65 HC-$3.29

Three appendixes, B, C, and D, to an article titled "A Process Analysis of Nonprofessional Intervention with Children," are manuals for the use of Process Activity Forms and for Referral Category Rating, including instructions and examples of both and Derivation of Aide Characteristic Factor Scores. (LH)

EJ056006 EC041678

TELEVISION AS A LANGUAGE TRAINING MEDIUM WITH RETARDED CHILDREN

Striefel, Sebastian Mental Retardation; 10; 2; 27-9 Apr 72

ED075600 VT019822

OCCUPATIONAL REHABILITATION AND PLACEMENT OF THE DISABLED.

Centre for Information and Documentation of the European Communities (CID), Luxembourg.

Pub Date Sep 71 Note-519p.; Proceedings of the European Symposium on Occupational Rehabilitation and Placement of the Disabled (Luxembourg, May 24-26, 1971)

The proceedings of the European Symposium on Occupational Rehabilitation and Placement of the Disabled present a general survey of the problem of reintegrating disabled persons into working life. Member countries agreed that men and women must be rehabilitated as much as possible rather than pensioned off prematurely. To accomplish this the labor market must be opened to the disabled and kept open. The document includes addresses and discussions on the role of medicine in rehabilitation, occupational rehabilitation and training, job placement and adjustment in normal and protected working conditions, and points of view of the disabled, employers, and others. It was felt essential to find a link between the medical and vocational stages of rehabilitation and to coordinate the complete process so that the disabled may have a chance of success. The material collected at the symposium should assist the members of the Commission of the European Communities to work out on the political level a program to rehabilitate and employ the disabled. Formation of a permanent body of scientific and government experts, employers, workers, and disabled persons was recommended to develop methods and means. (MF)

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 07377

Mental health services for the mentally retarded.

Katz, Elias

Center for Training in Community Psychiatry & Mental Health Administration, Berkeley, Calif.

Springfield, Ill.: Charles C Thomas, 1972. xiv, 278 p. 12.75

Notes that while many of the mentally retarded suffer from acute and chronic emotional disturbances, little provision is made for mental health services tailored especially for them. The mental disturbances of the retarded are identified, means of preventing such illnesses are indicated, and provision of help for those who urgently need it is discussed.

ADDENDUM NO. 1

Smithsonian Science Information Exchange, Inc.

SUPPORTING AGENCY	AGENCY'S NUMBERS
U.S. DEPT. OF HLTH. ED. & WEL. PUBLIC HEALTH SERVICE NATIONAL INSTITUTES OF HEALTH NATL. EYE INSTITUTE	EY 00005-19

TITLE OF PROJECT

STUDIES IN PHYSIOLOGICAL OPTICS

PRINCIPAL INVESTIGATOR, ASSOCIATES AND DEPARTMENT SPECIALTY

PROF LL SLOAN OPHTHALMOLOGY

PERFORMING ORGANIZATION	PERIOD FOR THIS NRP
JOHNS HOPKINS UNIVERSITY SCHOOL OF MEDICINE 725 N. WOLFE BALTIMORE, MARYLAND 21205	9/73 TO 8/74 FY74 FUNDS $41,054

SUMMARY OF PROJECT

Study of acquired color deficiencies using perimetric examination with reflecting chromatic targets as well as static and kinetic tests on the Tubingen perimeter with both achromatic and chromatic projected test targets. Psychophysical documentation of the course of untreated maculonathies in particular the senile choroidal form. Tests will include central field studies, measures of acuity, change in acuity with luminance and determination of the power of the magnification device required to maintain useful reading vision. Investigation of Read-Write closed circuit TV systems (1) as to their usefulness to those who must not only read but write, perform mathematical calculations etc.; (2) as to their value in group teaching of partially-sighted children. Ideal specifications will be determined for such devices to best meet the needs of users varying widely as to degree and type of visual impairment. Development of equipment and techniques for estimation of refractive errors when retinoscopy is impossible because of nystagmus lens opacities, etc.

SUPPORTING AGENCY

U.S. DEPT. OF HLTH. ED. & WEL.
PUBLIC HEALTH SERVICE
HEALTH SER. MNTL. HLTH. ADMIN.
NATL. INST. OF MENTAL HEALTH

AGENCY'S NUMBER

MH 24502-01

TITLE OF PROJECT

COMPARISON OF SEVERAL CLASSROOM MANAGEMENT SYSTEMS

PRINCIPAL INVESTIGATOR, ASSOCIATES AND DEPARTMENT SPECIALTY

PROF RS DRABMAN PSYCHOLOGY

PERFORMING ORGANIZATION

FLORIDA TECHNOLOGICAL UNIV.
SCHOOL OF SOCIAL SCIENCES
ALAFAYA TRAIL
ORLANDO, FLORIDA 32816

PERIOD FOR THIS NRF

6/73 TO 5/74
FY73 FUNDS $6,373

SUMMARY OF PROJECT

The proposed study will use a Latin square design to answer questions about the relative effectiveness of two types of captain administered token economies in the classroom. These captain systems will be compared with a conventional teacher administered token system. Three classes of behavior problem children will be used in the study. The 12-day phases will be rotated as follows: Class I - (1) Baseline; (2) Teacher-administered token reinforcement; (3) Elected captain; (4) Rotating captain. Class II - (1) Baseline; (2) Elected captain; (3) Rotating captain; (4) Teacher-administered. Class III - (1) Baseline; (2) Rotating captain; (3) Teacher administered; (4) Elected captain.

The teacher-administered token program will be a conventional token program with the teacher giving each of the students a rating every 15 minutes. These ratings will be exchangeable for trinkets and edibles daily. The elected captain system will be similar to the teacher-administered system except that a captain elected from the class will distribute tokens. The teacher will rate the captain after the captain has finished his task. The captain's ratings are final and will not be altered by the teacher. The rotating captain system will be similar to the captain system except that the captain will be randomly selected and serve for only a three-day period.

The same pre-determined token program will be in effect in all three classes. Each class will have the same rules, the same back-up reinforcers and the same exchange procedures. The single difference will be whether the tokens are distributed by the teachers or the captain.

The dependent variables will be the mean number of disruptive behaviors per 20 second interval. Additionally, teacher and student preference will be ascertained for each token economy.

SUPPORTING AGENCY	AGENCY'S NUMBER(S)
CANADIAN GOVERNMENT DEPT. OF NATL. HLTH. & WELFARE	602-7-150

TITLE OF PROJECT

THE IDENTIFICATION AND REMEDIATION OF DEFECTS OF SHORT-TERM MEMORY IN ANTEROGRADE AMNESIA, OLD AGE, AND MENTAL RETARDATION

PRINCIPAL INVESTIGATOR, ASSOCIATES AND DEPARTMENT SPECIALTY

TR ANDERS
ALSO WITH NOVA SCOTIA HOSPITAL
ALSO WITH HALIFAX NURSING HOME

PERFORMING ORGANIZATION	PERIOD FOR THIS NRP
DALHOUSIE UNIVERSITY HALIFAX, NOVA SCOTIA, CANADA	7/73 TO 6/74 FY74 FUNDS $7,819

SUMMARY OF PROJECT

No summary has been provided to the Smithsonian Science Information Exchange.

SUPPORTING AGENCY

AGENCY'S NUMBERS

NO FORMAL SUPPORT REPORTED

TITLE OF PROJECT

THE RELATIVE EFFICACY OF VARIOUS FORMS OF REMEDIAL TUTORING IN READING WITH EMOTIONALLY DISTURBED CHILDREN (EDC)

PRINCIPAL INVESTIGATOR, ASSOCIATES AND DEPARTMENT

DR AJ FINCH
S KEMP

PERFORMING ORGANIZATION

STATE TREATMENT CENTER FOR CH.
515 N. 10TH ST.
RICHMOND, VIRGINIA 23219

9/72 TO 6/73
FY73 FUNDS UNKNOWN

SUMMARY OF PROJECT

Purpose: To study the comparative effects of three forms or methods in tutoring EDC with reading difficulties. Traditional tutoring procedures programmed instruction and program instruction plus behavior modification will be compared with a control group which does not receive special tutoring.

Subjects: Four groups of 4 EDC who are two academic years behind in readng and are inpatients at the Virginia Treatment Center for Children will be employed.

Methods: Children who are admitted to an inpatient children's psychiatric hospital and are two years behind in reading as measured by the Peabody Individua Achievement Test (PIAT) will be assigned to one of four groups. Group I will be the control group and will receive no tutoring but will be tested twice at three months intervals and will be enrolled in special education classes at the Center. Group II will be a traditional tutoring group and will receive one-half hour per school day of individual tutoring in addition to special education classes. Group III will be a program instruction group and will receive one-half hour per school day of individual tutoring with programmed instruction. Group IV will be a programmed instruction plus behavior modification group in which behavior contracts and reinforcement are made with each child individually. Each group will be tested twice on the PIAT and results analyzed on an individual as well as group basis.

SUPPORTING AGENCY

AGENCY'S NUMBER(S)

U.S. DEPT. OF HLTH. ED. & WEL.
SOCIAL & REHABILITATION SERV.
OFFICE OF RES. DEMONS. & TRNG.
RESEARCH & TRNG. CENTERS DIV.

TITLE OF PROJECT

REMEDIATION OF UNTREATED IMPAIRMENTS

PRINCIPAL INVESTIGATOR, ASSOCIATES AND DEPARTMENT/SPECIALTY

DR L DILLER

PERFORMING ORGANIZATION

NEW YORK UNIVERSITY
MEDICAL REHAB. RES. & TR. CTR.
400 E. 34TH ST.
NEW YORK, NEW YORK 10016

PERIOD FOR THIS NRP

7/73 TO 6/74
FY74 FUNDS $70,675

SUMMARY OF PROJECT

Objectives: 1. To develop and test a method for establishing training programs in reading, writing, and calculation; improving spatial organization and sensory awareness; training interpersonal gazing; and extended training in scanning behavior; 2. to develop a test battery and training devices which are directly usable by workers with hemiplegics in any setting.

Methodology: 1. The training programs in reading, writing, and calculation consist of preliminary exposure and training on the scanning and searching machine for brief periods (5-10 minutes) for several sessions. The major training procedures consist of presenting the subjects with material of increasing visual density with the visual behavior being anchored and guided at the initial stages of the training and later on being eliminated as progress is made. 2. The training in sensory awareness and spatial organization consists of teaching the subjects to take information from one sensory system (touch) and use it to provoke search in another (vision). The training in interpersonal gazing consists of teaching the subject to maintain eye contact for increasing periods of time by staring at objects, photographs, movies, etc. The extended training-scanning behavior is accomplished by making the subjects use a "do-it-yourself scanning kit" which is a small portable device modeled after the one used in the RT Center.

Progress and findings to date: 1. A number of instruments to be used in research and training have been developed which include a scanning machine, body scheme devices, and a device to monitor head and eye movements. 2. A sizable number of brain-damaged patients has been trained in academic skills, and they can now read the newspapers and participate in recreational activities. 3. A number of tests has been developed, and the staff has been trained in the administration and scoring of these.

Applicability: Perceptual problems have been shown to be strongly correlated with return to employment in left hemiplegia and with progress in rehabilitation. By treating perceptual problems which have been largely neglected in rehabilitation, this program will aid in reducing the dependence of perceptually handicapped patients.

SUPPORTING AGENCY

U.S. DEPT. OF HLTH. ED. & WEL.
SOCIAL & REHABILITATION SERV.
OFFICE OF RES. DEMONS. & TRNG.
RESEARCH & TRNG. CENTERS DIV.

TITLE OF PROJECT

A SURVEY OF INSTITUTIONALIZED HEARING-IMPAIRED MENTALLY RETARDED AND AN ASSESSMENT OF STAFF TRAINING AND PROGRAM NEEDS

PRINCIPAL INVESTIGATOR, ASSOCIATES AND DEPARTMENT/SPECIALTY

DR P COSTELLO

PERFORMING ORGANIZATION

TEXAS TECHNOLOGICAL UNIVERSITY
SCHOOL OF EDUCATION
19TH & UNIVERSITY
LUBBOCK, TEXAS 79409

7/73 TO 6/74
FY74 FUNDS $13,125

SUMMARY OF PROJECT

Objectives: 1. To encourage rehabilitation personnel to become more involved with public facilities for the deaf and mentally retarded and to provide expanded rehabilitation services to these clients; 2. to determine the number of hearing-impaired mentally retarded who have been identified by the state schools for the deaf and the state residential facilities for the mentally retarded; 3. to obtain description of the therapy, training, and educational programs available to these students; 4. to determine the characteristics of the staff available for the programs and the needs and problems perceived by the staff and administration of the facilities surveyed; 5. to compare schools for the deaf and schools for the retarded with respect to these factors; 6. to develop recommendations for meeting program and manpower needs for the institutionalized hearing-impaired retarded.

Methodology: 1. An annotated bibliography will be constructed based on a comprehensive review of the available literature on the hearing impaired, including a survey of the library holdings at Gallaudet College. 2. A survey form will be developed to gather information from state facilities regarding the characteristics of the school population, staff, and program; the number of residents and students identified as having hearing impairments, and the etiology and severity of those impairments; the nature of the training, education, and rehabilitation programs offered; relationships with other state agencies; and perceived problems and needs. 3. After field testing, the questionnaire will be distributed to state residential facilities for the mentally retarded and state schools for the deaf. 4. Based on analysis of survey results, recommendations will be developed which will include a curriculum outline and resources for training materials and consultation.

Progress and findings to date: 1. Contacts with related organizations are now underway. 2. A review of the literature has begun.

Applicability: A national survey of public facilities for the deaf and mentally retarded will provide baseline information regarding the number of hearing-impaired retarded and the program and manpower needs in this area. Findings of this study should encourage rehabilitation personnel to provide expanded rehabilitation services to these clients.

SUPPORTING AGENCY

AGENCY'S NUMBER(S)

U.S. DEPT. OF HLTH. ED. & WEL.
SOCIAL & REHABILITATION SERV.
OFFICE OF RES. DEMONS. & TRNG.
RESEARCH & TRNG. CENTERS DIV.

TITLE OF PROJECT

BEHAVIOR MODIFICATION - PROJECT I (INDIVIDUAL)

PRINCIPAL INVESTIGATOR, ASSOCIATES AND DEPARTMENT SPECIALTY

RT WALLS EDUCATIONAL PSYCHOLOGY

[illegible]

PERIOD FOR THIS NRP

WEST VA. UNIVERSITY
SCHOOL OF EDUCATION
MORGANTOWN, WEST VIRGINIA 26506

7/72 TO 6/73
FY73 FUNDS $3,750

SUMMARY OF PROJECT

Objective: The goal of this project is to determine efficient means of changing client behavior through the use of reinforcement.

Methodology: Contingency management schedules, based on individdalized reinforcers, which will assist the client in modifying his behavior through receiving reinforcement for desirable behaviors are constructed. A token economy is established whereby clients can "purchase" desirable goods as a result of having modified their behavior is a desirable manner. Individuals are selected for behavior modification of the basis of a wide number of disabilities, including lack of educational skills, social behavior, and motivation to participate in rehabilitation services such as speech therapy.

Results: Programs designed on an individual basis have resulted in the following: 1. Using the work card token concept, one female client improved performance in prevocational training. 2. Primary reinforcement succeeded in reversing client's negative attitude toward speech therapy. Client began to try in speech therapy and made excellent gains through reinforcement. 3. One client was able to lace four times as many holes in occupational therapy when he was working for wages on an incentive schedule. 4. One client's hysterical acting out subsided, academic work improved, and client was able to pass GED as a result of self-behavior recording project. Client is currently a student at West Virginia State College. 5. Three clients showed increased motivation to practice walking in physical therapy using self-record of practice. Keeping track of practice was reinforcing. 6. Two clients could do approximately 20 times as many math flash cards correctly after six weeks of practice for 10-minutes a day, using systematic recording and feedback as the reinforcer. 7. Five clients improved reading and speed over a period of 16 weeks using systematic recording and feedback to maintain motivation. 8. One client improved his relationships with other people through self-recording of "friendly and unfriendly" behaviors.

SUPPORTING AGENCY

U.S. NATL. SCIENCE FOUNDATION
OFF. OF EXPT. PROJ. & PROGRAMS

AGENCY NUMBER

EC-40708X

TITLE OF PROJECT

USES OF TECHNOLOGY TO ENHANCE EDUCATION

PRINCIPAL INVESTIGATOR, ASSOCIATES AND DEPARTMENT SPECIALTY

S PAPERT MATHEMATICS

PERFORMING ORGANIZATION

MASS. INST. OF TECHNOLOGY
SCHOOL OF SCIENCE
77 MASSACHUSETTS AVE.
CAMBRIDGE, MASSACHUSETTS 02139

PERIOD FOR THIS NRP

10/73 TO 9/74
FY74 FUNDS $300,000

SUMMARY OF PROJECT

This is a proposed three year research activity design to further develop compelling examples of the uses of technology to enhance education. Other uses of technology in instruction have been primarily adjunct to traditional, educational systems. This project seeks to develop: (1) new conceptualization of knowledge based upon research in artificial intelligence, heuristics and cognitive learning theory, (2) new conceptualization of disciplines in mathematics, physics, biology and music based upon the availability of the computer and computer controlled devices, (3) new learning environments in an experimental school that would emphasize problem-solving and creative thinking, (4) computer controlled devices and the computer language LOGO to assist children and the physically handicapped in conceptualizing and solving complex problems. Dr, Seymour Papert, Professor of Mathematics and Co-Director of the Artificial Intelligence Laboratory and former Assistant to Child Development, Jean Piaget will lead a team of scientists, technologists and educators in this activity. Since the activity is primarily a research effort, dissemination of results will occur primarily through scholarly journals and conferences.

SUPPORTING AGENCY | AGENCY'S NUMBER(S)

U.S. DEPT. OF HLTH. ED. & WEL.
PUBLIC HEALTH SERVICE
HEALTH SER. MNTL. HLTH. ADMIN.
NATL. INST. OF MENTAL HEALTH

MH 21813-02

TITLE OF PROJECT

BEHAVIOR THERAPY - PROFESSIONAL AND PARAPROFESSIONAL

PRINCIPAL INVESTIGATOR, ASSOCIATES AND DEPARTMENT SPECIALTY

DR KD OLEARY PSYCHOLOGY
RN KENT
M STARKE
L SERBIN
K KAUFMAN

PERFORMING ORGANIZATION | PERIOD FOR THIS NRP

STATE UNIVERSITY OF NEW YORK
SCHOOL OF ARTS
STONY BROOK, NEW YORK 11790

6/73 TO 5/74
FY73 FUNDS $75,464

SUMMARY OF PROJECT

Psychologists and paraprofessionals working with psychologists will implement behavior therapy with children who are academically deficient and disruptive in the classroom. Treatment will consist of 24 hours of consultation with the parent and teacher. During the first year of the research, Ph.D. level psychologists with a behavioral background (trained at Stony Brook) will implement all of the treatment; during the second year, professional treatment will be compared with a model of paraprofessional treatment in which a well trained paraprofessional performs two-thirds of the consultation with the teacher and parent. Treatment in both studies will focus directly on increasing academic achievement and prosocial classroom behavior by emphasis on (1) systematic praising and shaping (2) soft reprimands (3) brief incentive or token reinforcement programs utilizing natural privileges to prompt academic behavior and (4) strong parent involvement to provide the child with adequate attention and reward for his academic efforts at school and at home. Comparisons of treatment models will be made with untreated matched control children; primary dependent measures will be improvement in academic achievement and classroom behavior as assessed by systematic testing and observation in the classroom.

INVESTIGATORS (CONT)
S OLEARY

SUPPORTING AGENCY

U.S. DEPT. OF HLTH. ED. & WEL.
PUBLIC HEALTH SERVICE
ALCOHOL, DRUG AB. & M. H. ADM.
NATL. INST. OF MENTAL HEALTH

AGENCY'S NUMBER(S)

MH 20410-03

TITLE OF PROJECT

TWO-ENVIRONMENT MODIFICATION OF PROBLEM CHILD BEHAVIOR

PRINCIPAL INVESTIGATOR, ASSOCIATES AND DEPARTMENT/SPECIALTY

PROF DM BAER
T ROWBURY
DR GREEN

HUMAN DEVELOPMENT & FAM LIFE

PERFORMING ORGANIZATION

UNIV. OF KANSAS
SCHOOL OF LIBERAL ARTS
249 SNOW HALL
LAWRENCE, KANSAS 66044

PERIOD OF THIS NRP

9/73 TO 8/74
FY74 FUNDS $82,978

SUMMARY OF PROJECT

Comprehensively disturbed children, identified as unsuitable or intolerable for ordinary public schooling, undergo extensive behavior modification simultaneously in two environments: in a preschool classroom, designed to teach relevant academic and behavioral skills; and in their own homes, by their parents (who in turn are taught by the program personnel). The behavior changes aimed for are those judged most critical to eventual successful performance in the ordinary public school. The research themes of the project are technique development, analysis, and comparative assessment; behavioral analysis of the most critical behavior changes essential to adequate school adjustment; the problem of widespread, multi-faceted concurrent behavior change; the possibility that simultaneous two-environment input, coordinated in target and technique, will prove qualitatively or quantitavely superior to one-environment modification; and the development of transition programs operating between special settings and the target setting of the public school classroom.

SUPPORTING AGENCY

AGENCY'S NUMBER(S)

NTARIO PROVINCIAL GOVERNMENT

TITLE OF PROJECT

HE IMPACT OF PSYCHIATRIC CONSULTATION ON THE PROGRESS OF ELEMENTARY SCHOOL AGED EMOTIONALLY DISTURBED CHILDREN

PRINCIPAL INVESTIGATOR, ASSOCIATES AND DEPARTMENT SPECIALTY

DR CA WOODWARD
Y JOHNSON
R ROBERTS
J SANTABARBARA

PERFORMING ORGANIZATION

PERIOD FOR THIS NRP

CMASTER UNIVERSITY
HAMILTON, ONTARIO, CANADA

7/72 TO 6/73
FY73 FUNDS UNKNOWN

SUMMARY OF PROJECT

Purpose: To evaluate impact of psychiatric consultant to the lassroom teacher on the behaviour, intellectual functioning and cademic progress of emotionally disturbed children in elementary schools.

Subjects: Subjects are 70 children between ages of 7-13, predominantly boys, who are attending special classes in local schools. They are emotionally disturbed and significantly retarded academically.

Methods: Psychiatric consultation is supplied on a weekly basis to the teacher and principal of half the participating classes. Demographic data is collected on all children. Data regarding academic level, current intellectual functioning, classroom behaviour, time spent in regular classroom, is gathered near beginning and end of school year. The number of children returning to class placement, changes in amount of deviant behaviour exhibited in classroom, changes in academic and intellectual functioning are monitored. Children returning to regular classes are followed up on these measures. Statistical treatment of the data includes univariate covariance analysis of the post-scores with the pre-score as a concomitant variable. This is compliment with a full multivariate analysis using the Hotelling T2 statistic.

SUPPORTING AGENCY

AGENCY'S NUMBER(S)

FORD FOUNDATION

TITLE OF PROJECT

FOR MONITORING STATE GOVERNMENT HUMAN SERVICES

PRINCIPAL INVESTIGATOR, ASSOCIATES AND DEPARTMENT/SPECIALTY

UNKNOWN

PERFORMING ORGANIZATION

PERIOD FOR THIS NRP

TASK FORCE ON CH. OUT OF SCH.
BOSTON, MASSACHUSETTS

7/72 TO 6/73
FY73 FUNDS $60,000

SUMMARY OF PROJECT

For monitoring state government human services programs in Massachusetts. Activities of the task force, a citizens' organization, will include making recommendations on the delivery of educational and mental health services for children, and monitoring the implementation of the state's Bilingual Education Act and new state regulations on the education of retarded children.

SUPPORTING AGENCY

NEW YORK STATE GOVERNMENT

AGENCY'S NUMBER(S)

0063426

NYC-327317

TITLE OF PROJECT

PROTOTYPE DEVELOPMENT OF LEARNING DEVICES FOR MENTALLY RETARDED CHILDREN

PRINCIPAL INVESTIGATOR, ASSOCIATES AND DEPARTMENT SPECIALTY

R BARTHOLOMEW DESIGN & ENVIRON ANALYSIS

PERFORMING ORGANIZATION

STATE UNIVERSITY OF NEW YORK
AGRICULTURAL EXPERIMENT STA.
ITHACA, NEW YORK 14850

PERIOD FOR THIS NRP

7/73 TO 6/74
FY74 FUNDS UNKNOWN

SUMMARY OF PROJECT

OBJECTIVE: Develop learning devices for Mentally Retarded/Physically Handicapped Children which will facilitate the development of specific mental or physical in the child.

APPROACH: The initial phase will include identification of needed skills by the children, sample selection, literature search, site visits, child observations, discussions with Mentally Retarded institution staff and toy manufacturers. The second phase will include concept and prototype development of the learning devices. The third phase will be the evaluation of the learning devices through tests with the children and statistical analysis. Phase four will be the conclusion with the final report and visual organization of all the data.

PROGRESS:

SUPPORTING AGENCY

AGENCY'S NUMBER

U.S. DEPT. OF HLTH. ED. & WEL.
SOCIAL & REHABILITATION SERV.
OFFICE OF RES. DEMONS. & TRNG.
RESEARCH & TRNG. CENTERS DIV.

TITLE OF PROJECT

TEACHING STYLE AND COGNITION IN NORMAL AND BRAIN DAMAGED CHILDREN

PRINCIPAL INVESTIGATOR, ASSOCIATES AND DEPARTMENT SPECIALTY

DR L DILLER

PERFORMING ORGANIZATION

NEW YORK UNIVERSITY
MEDICAL REHAB. RES. & TR. CTR.
400 E. 34TH ST.
NEW YORK, NEW YORK 10016

PERIOD FOR THIS SUMMARY

7/73 TO 6/74
FY74 FUNDS $66,000

SUMMARY OF PROJECT

Objectives: 1. To examine a brain-injured child's competence and response style to educational materials in an evaluation situation and in a pre-school setting; 2. To examine a teacher's style of response in instructing the child and the relationship between a teacher's response style and a child's response style.

Methodology: 1. Fifty-five physically handicapped non-brain injured and brain injured children ranging in age from 2-4 and 6-8 years were used in the study. 2. The study included evaluation, five initial observations of pupil-teacher interaction in the classroom, five followup observations of pupil-teacher interaction in the classroom, and an individual tutorial session where six educational types involving visual-motor function are used.

Progress and Findings to Date: 1. A rating for classifying teacher's activities and child's activities has been completed. 2. The agreement between two independent scorers is over 90% for 45 protocols.

Applicability: Findings of this study will contribute information on effective teaching of brain injured children and the development of their perceptual skills. The model of instruction being developed will be useful, not only in the rehabilitation setting, but in other preschool programs where one of the aims is to encourage purposive behavior in the visual- spatial domain of functioning.

SUPPORTING AGENCY

AGENCY'S NUMBER(S)

U.S. DEPT. OF HLTH. ED. & WEL.
SOCIAL & REHABILITATION SERV.
OFFICE OF RES. DEMONS. & TRNG.
RESEARCH & TRNG. CENTERS DIV.

TITLE OF PROJECT

TEACHING STYLE AND COGNITION IN NORMAL AND BRAIN DAMAGED CHILDREN

PRINCIPAL INVESTIGATOR ASSOCIATES AND DEPARTMENT/SPECIALTY

DR L DILLER REHABILITATION MEDICINE

PERFORMING ORGANIZATION

NEW YORK UNIVERSITY
SCHOOL OF MEDICINE
550 1ST AVE.
NEW YORK, NEW YORK 10016

PERIOD FOR THIS NRP

7/72 TO 6/73
FY73 FUNDS $71,300

SUMMARY OF PROJECT

Objectives: The goals of this project are to: 1. Examine whether cognitive response styles in physically handicapped brain-injured and non brain-injured children of varying age levels will elicit certain styles of response from teachers; 2. Answer the questions of how a brain-injured child differs from a non brain-injured child in terms of cognitive style and how a teacher approaches teaching a brain-injured child as compared to a non brain-injured child.

Methodology: 1. A child's competence and response to educational materials in an evaluation situation and in a naturalistic preshcool setting are examined. 2. A teacher's style of response in instructing the child and the relationship between a teacher's response style and a child's response style are examined. 3. The method has four major parts: Evaluation, Five Initial Observations of Pupil-Teacher Interaction in the Classroom, Five Followup Observations of Pupil-Teacher Interaction in the Classroom, and Individual Tutorial Session.

Results: Preliminary findings show that teaching style is related to a child's response style. The results suggest that a child who has a low mental age, who has non-work and non-verbal behavicral style on the Stanford-Binet intelligence test, and who requires a greater number of trials on the toys in the evaluation setting, will receive more of a teacher's time and attention in the classroom. It was found that children with lower mental age received more teacher interventions than did children with a higher mental age. Brain-injured children with a higher mental age and non brain-injured children receive more instruction at the advanced level, while brain injured children with lower mental age received more instruction at the elementary level.

SUPPORTING AGENCY | AGENCY'S NUMBER(S)

U.S. DEPT. OF HLTH. ED. & WEL.
OFFICE OF EDUCATION
BUR. OF EDUC. FOR HANDICAPPED

H232585

TITLE OF PROJECT

LANGUAGE LEARNING OF CHILDREN AS A FUNCTION OF SENSORY MODE OF PRESENTATION AND REINFORCEMENT PROCEDURE

PRINCIPAL INVESTIGATOR / ASSOCIATES AND DEPARTMENT/SPECIALTY

HJ OYER — AUDIOLOGY & SPEECH SCIENCE
JP FRANKMANN
P BAINBRIDGE

PERFORMING ORGANIZATION | PERIOD FOR THIS GRANT

MICHIGAN STATE UNIVERSITY
SCHOOL OF COMMUNICATIONS
S. KEDZIE HALL
EAST LANSING, MICHIGAN 48823

7/72 TO 6/73
FY73 FUNDS $115,308

SUMMARY OF PROJECT

THIS RESEARCH IS AIMED AT MAXIMIZING LANGUAGE DEVELOPMENT AND LANGUAGE UTILIZATION IN HEARING IMPAIRED AND LANGUAGE IMPAIRED CHILDREN. PROJECT "LIFE" PROGRAMMED LANGUAGE INSTRUCTION WILL SERVE AS A BASIC VEHICLE FOR RECEPTIVE LANGUAGE TRAINING. IN PROJECT "LIFE" INSTRUCTION, THE FOLLOWING EVENTS WILL OCCUR: (1) CAPTIONED FILMSTRIPS WILL DISPLAY A PHRASE OR SENTENCE WITH A NUMBER OF CARTOON REPRESENTATIONS IN COLOR; (2) THE CHILD WILL PUSH A RESPONSE BUTTON TO INDICATE HIS CHOICE; AND (3) IF THE RESPONSE IS CORRECT, THE PROGRAM WILL ADVANCE. EXPERIMENT I WILL STUDY THE EFFECTS OF ADDING SUPPLEMENTAL AUDITORY CUES TO THE STANDARD VISUAL DISPLAY. WHENEVER A MESSAGE IS PRESENTED VISUALLY BY CAPTION, IT WILL BE ACCOMPANIED BY A SYNCHRONIZED VOCAL MESSAGE. COMPARISONS WILL ALSO BE MADE BETWEEN TWO REINFORCEMENT PROCEDURES. SOME CHILDREN WILL RECEIVE ONLY FEEDBACK SUPPLIED BY ADVANCEMENT OF THE PROGRAM AFTER A CORRECT RESPONSE. OTHERS WILL RECEIVE TOKEN REINFORCERS THAT WILL BE EXCHANGE LATER FOR PRIZES, DEPENDING ON THEIR NUMBER OF CORRECT RESPONSES. EXPERIMENT II WILL COMBINE PERCEPTIVE LANGUAGE TRAINING VIA PROJECT "LIFE" AND CONDITIONED EXPRESSIVE LANGUAGE TRAINING. EACH LANGUAGE UNIT WILL BE ADMINISTERED FIRST FOR RECEPTIVE COMPREHENSION AND THEN FOR EXPRESSIVE RESPONSE. THIS WILL EXTEND LANGUAGE USAGE. EXPERIMENT III WILL RELATE THE SUCCESS OF LANGUAGE TRAINING TO AGE. VERY YOUNG CHILDREN WILL PROVIDE DATA FOR FORMAL INSTRUCTION. ADOLESCENT AND ADULT SUBJECTS WILL BE TRAINED TO INDICATE WHETHER PEOPLE BEYOND THE OPTIMAL PERIOD FOR LANGUAGE CAN BENEFIT FROM INSTRUCTION. FINALLY, GENERALIZATION OF LEARNING TO NEW SITUATIONS WILL BE TESTED IN EACH EXPERIMENT. (BB)

SUPPORTING AGENCY | AGENCY'S NUMBER(S)

U.S. NATL. SCIENCE FOUNDATION | GI-36118 #3
EXPL. RES. & PROB. ASSESSMENT

TITLE OF PROJECT

TACTILE DISCRIMINATION IN DYSLEXIC CHILDREN

PRINCIPAL INVESTIGATOR, ASSOCIATES AND DEPARTMENT SPECIALTY

HS SCHEVILL

PERFORMING ORGANIZATION | PERIOD FOR THIS NRP

INST. OF MEDICAL SCIENCES | 2/74 TO 10/74
SAN FRANCISCO, CALIFORNIA 94115 | FY74 FUNDS $60,800

SUMMARY OF PROJECT

A large number of children experience difficulty in learning to read, in many instances owing to specific central nervous system dysfunctions. These children are said to suffer from dyslexia. In the previous study, it has been demonstrated that children with severe reading problems are able to decode lines and letters delivered by tactile input using a specially designed stimulator.

The continuation of this work will be to develop a series of lessons to tactile learning and tactile reading. These lessons will be used with a sample of dyslexic children to see whether their reading skills are augmented when compared to a control group who do not receive the tactile training. This project will utilize an improved computer controlled tactile stimulator that can deliver a wider array of symbols and letters than the previous equipment.

SUPPORTING AGENCY

U.S. DEPT. OF HLTH. ED. & WEL.
NATL. INSTITUTE OF EDUCATION

AGENCY'S NUMBER

EP733285

OEG-0-71-4157(607)

TITLE OF PROJECT

SPECIAL READING INSTRUCTIONAL PROCEDURES FOR MENTALLY RETARDED.

PRINCIPAL INVESTIGATOR [illegible]

K BLAKE SPECIAL EDUCATION
C WILLIAMS

[illegible]

UNIV. OF GEORGIA
SCHOOL OF EDUCATION
ATHENS, GEORGIA 30601

[illegible]

7/73 TO 6/74
FY74 FUNDS $189,934

SUMMARY OF PROJECT

The goal of this project is to produce special reading instructional procedures adapted to the target groups' particular verbal learning and language characteristics. Our approach involves translating information about verbal learning, language, and individual differences into prototypes for special teaching procedures and evaluating these procedures in controlled situations. The target end-product is a codification of the program's outputs for such groups into a sourcebook, a compendium of information pertaining to special procedures for teaching reading skills to each target group. There are four target groups. One group includes intellectually retarded pupils. One group includes learning disabled pupils. Two groups include intellectually normal pupils: younger normal pupils whose MA's are similar to those of the retarded pupils and the learning disabled pupils; older normal pupils whose CA's are similar to those of the retarded pupils. They have developed prototypes, constructed instruments, and conducted evaluation studies for instructional procedures for teaching thirteen reading skills. These skills include the six skills they worked on during Year 1: i.e., identifying main ideas and supporting ideas, identifying word meanings from context, learning word meanings--synonyms, learning word meanings--hymonyms, learning word meanings--concepts, and identifying supporting ideas. They also include seven additional skills: learning sight vocabulary, learning word meanings--compounds, learning word meanings--affixes, recalling and comprehending sentences, learning through sentences, learning through connected discourse--directions, and identifying main ideas and supporting ideas in connected discourse. During Year 3, they will report on these reading procedures in three monographs. (Author)

SUPPORTING AGENCY

.S. DEPT. OF HLTH. ED. & WEL.
NATL. INSTITUTE OF EDUCATION

AGENCY'S NUMBER(S)

EP733194

OEG-0-70-3916

TITLE OF PROJECT

PROGRAM PROJECT FOR THE INVESTIGATION AND APPLICATION OF PROCEDURES OF ANALYSIS AND MODIFICATION OF BEHAVIOR OF HANDICAPPED CHILDREN.

PRINCIPAL INVESTIGATOR, ASSOCIATES AND DEPARTMENT SPECIALTY

NG HARING EDUCATIONAL EXPER UNIT

PERFORMING ORGANIZATION

UNIV. OF WASHINGTON
CHILD DEV. & MENTAL RET. CTR.
SEATTLE, WASHINGTON 98105

PERIOD FOR THIS NRF

7/73 TO 6/74
FY74 FUNDS $229,765

SUMMARY OF PROJECT

This projet is concerned with identifying variables that are involved in teaching the handicapped. The general areas that have been delienated are: curriculum research, classroom measurement procedures, instructional procedures, management of social behavior, and the investigation and development of instructional programs. The overall goals of the project are directed at providing a better education for every child in the Nation, including severely handicapped. The project also intends to provide more effective integration of moderately handicapped children into regular school programs.

ADDENDUM NO. 1
Smithsonian Science Information Exchange, Inc. 345

ADDENDUM NO. 2
Additional References 364

ADDENDUM NO. 2

EJ074656 EC051074
INTERPRETATION OF PSYCHOLOGICAL TEST DATA TO CHILDREN
Colley, Thomas E. Mental Retardation; 11; 1; 28-30 Feb 73
Described is a policy of interpreting psychological test data to children capable of profiting from the interpretation, and given is a partial transcript of an interpretive session to an 8-year-old male with an IQ of 75. (DB)

EJ068306 PS502337
EEG AND BIRTH ABNORMALITIES IN HIGH- AND LOW-PERCEIVING READING RETARDED CHILDREN
Black, F. William Journal of Genetic Psychology; 121 pt 2; 327-8 Dec 72
There appears considerable support for the proposal that children of normal intelligence and significant reading retardation are more neurologically pathological than are normal readers as a group. (Author)

DOC YEAR: 1967 VOL NO: 41 ABSTRACT NO: 14091
THE MEASUREMENT OF NEUROLOGICAL DEVELOPMENT.
LEWINN, EDWARD B.
INST. FOR THE ACHIEVEMENT OF HUMAN POTENTIAL, PHILADELPHIA, PA.
INTERNATIONAL JOURNAL OF NEUROPSYCHIATRY 1967 , 3(2), 149-151.
DISCUSSES ADVANCES MADE IN THE MEASUREMENT OF NEUROLOGICAL DEVELOPMENT.

DOC YEAR: 1971 VOL NO: 46 ABSTRACT NO: 01805
A test of conceptual categorization.
Wentland, Thomas J.
U. Wisconsin
Dissertation Abstracts International 1970, Oct, Vol. 31(4-B), 2347-2348.

DOC YEAR: 1969 VOL NO: 43 ABSTRACT NO: 10251
Effects of auditory discrimination training on plural acquisition.
Guess, Phillip D.
U. Kansas
Dissertation Abstracts 1968, 29(6-A), 1780.

DOC YEAR: 1972 VOL NO: 47 ABSTRACT NO: 01603
SOME EFFECTS OF VERBAL LOAD ON ACHIEVEMENT TESTS.
BORNSTEIN, HARRY
GALLAUDET COLL., OFFICE OF INSTITUTIONAL RESEARCH
AMERICAN ANNALS OF THE DEAF 1971, FEB, VOL. 116(1), 44-48

A SIMPLIFIED LANGUAGE VERSION OF THE SEQUENTIAL TEST OF EDUCATIONAL PROGRESS SOCIAL STUDIES SUBTEST WAS COMPARED AGAINST THE ORIGINAL FORM USING 184 DEAF COLLEGE PREPARATORY STUDENTS. IT WAS HYPOTHESIZED THAT THE COMPLEXITY OF LANGUAGE USED IN MULTIPLE CHOICE ACHIEVEMENT TESTS CONSTITUTES A SOURCE OF BIAS AGAINST PEOPLE WITH LIMITED VERBAL SKILLS. THE SIMPLIFIED LANGUAGE FORM YIELDED SMALL BUT SIGNIFICANTLY HIGHER SCORES THAN THE ORIGINAL LANGUAGE FORM. RELATIONSHIPS WITH OTHER VARIABLES WERE REDUCED DUE TO THE HOMOGENEITY OF THE DEAF GROUP. FUTURE RESEARCH WILL DEAL WITH A MORE HETEROGENEOUS GROUP.

DOC YEAR: 1971 VOL NO: 46 ABSTRACT NO: 02698
The effect of examiner social behavior on children's articulation test performance.
Shriberg, Lawrence D.
U. Kansas
Dissertation Abstracts International 1970, Dec, Vol. 31(6-B), 3763

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 07119
The effect of experimenter absence and response delay on nonreinforced imitation.
Smeets, Paul M.; Striefel, Sebastian
California School of the Deaf, Riverside
Journal of Psychology 1973 May Vol. 84(1) 119-127

Investigated the effect of response delay and the presence or absence of the E on the performance of nonreinforced imitative behaviors in 1 female and 5 male retardates (mean CA = 12 yr.). A multiple base-line design, counterbalanced for conditions, was used. Results indicate that the degree of control exercised by the E's presence or absence was partially determined by the response delay. Additional variables that may have affected the imitative performance were: (a) other nonimitative behaviors displayed by the S; (b) additional stimuli generated by the E; and (c) S's preexperimental history with the E (i.e., whether S participated in the E's previous studies). (21 ref.)

DOC YEAR: 1972 VOL NO: 47 ABSTRACT NO: 07576
RELATIONSHIPS BETWEEN CENTRAL AUDITORY ABILITIES, I.Q. AND READING ACHIEVEMENT IN STUDENTS REFERRED FOR DIAGNOSIS.
LEE, CONRAD E.
UNITED STATES INTERNATIONAL U., SAN DIEGO, CALIF.
DISSERTATION ABSTRACTS INTERNATIONAL 1971, OCT, VOL. 32(4-A), 1919.

EJ004143 EC500220

THE MENTAL AGE-VISUAL PERCEPTION ISSUE ASSESSED

Allen, Robert M. Except Children; 35; 9; 748-9 69 May

EJ023436 PS500508

THE EFFECTS OF A PAY-OFF MATRIX ON SELECTIVE ATTENTION

Hagen, J. W.; West, R. F. Human Develop; 13; 1; 43-52 '70

DOC YEAR: 1967 VOL NO: 41 ABSTRACT NO: 03435

DISTURBANCES IN THE VISUAL APPARATUS OF CHILDREN AND ADOLESCENTS WITH EDUCATIONAL DIFFICULTIES.

PAUL, JOSEF; PROFT, HELGARD

KINDERKLINIKDER U. ERLANGEN, GERMANY

PRAXIS DER KINDERPSYCHOLOGIE UND KINDERPSYCHIATRIE 1966 , 15(7), 237-246.

THE OVERALL FREQUENCY OF VISUAL DISTURBANCES IN 306 CHILDREN WITH EDUCATIONAL DIFFICULTIES WAS ABOUT 4 TIMES AND, IN ADOLESCENTS, TWICE THAT OF A SAMPLE OF 785 NORMAL CHILDREN. PARTICULARLY HIGH CORRELATIONS WERE FOUND (IN A SAMPLE OF 125) BETWEEN VISUAL DEFECTS AND ABNORMALITIES IN REFLEXES, INABILITY TO CONCENTRATE, FEARFULNESS, AND SHYNESS; ABOUT 3 OF THE GROUP HAD THESE DISTURBANCES AND SOME 3 WERE SOCIALLY MALADJUSTED. (27 REF.)

LANGUAGE- FRGN CLASSIFICATION- 16

DOC YEAR: 1970 VOL NO: 44 ABSTRACT NO: 10988

The relationship of visual synthesis skill to lipreading.

Sanders, Jay W.; Coscarelli, Janet E.

Vanderbilt U., School of Medicine

American Annals of the Deaf 1970, 115(1), 23-26.

The major conclusion was that lipreading ability is directly related to skill in visual synthesis. Not only were lipreading scores significantly correlated with visual synthesis scores, but also the better lipreaders, with or without training, were superior in visual synthesis to the poorer lipreaders. These results argue strongly for a synthesis approach to the teaching of lipreading and suggest a need for special procedures to develop and enhance visual synthesis skills in students of lipreading.

EJ021492 EC501253

FREQUENCY OF ADOPTION IN CHILDREN WITH THE NEUROLOGICAL LEARNING DISABILITY SYNDROME

Silver, Larry B. J Learning Disabilities; 3; 6; 306-10 Jun '70

EJ033785 PS500887
TRANSFER OF VERBAL PAIRED ASSOCIATES IN MENTALLY RETARDED INDIVIDUALS AND NORMAL CHILDREN AS A FUNCTION OF INTERLIST SIMILARITY
Wilcox, Stephen J.; Baumeister, Alfred A. Journal of Experimental Child Psychology; 10; 3; 277-286 Dec '70

EJ051851 EC040970
TYPES OF VERBAL ELABORATION IN THE PAIRED ASSOCIATE PERFORMANCE OF EDUCABLE MENTALLY RETARDED CHILDREN
Turnure, James E. American Journal of Mental Deficiency; 76; 3; 306-12 Nov 71

EJ051895 EC041047
EXTENDED VERBAL MEDIATION IN THE LEARNING AND REVERSAL OF PAIRED-ASSOCIATES BY EMR CHILDREN
Turnure, James E.; Walsh, M. Kateri American Journal of Mental Deficiency; 76; 1; 60-7 Jul 71

EJ063345 EC042742
CUE SELECTION AND MEANINGFULNESS IN THE PAIRED-ASSOCIATES LEARNING OF RETARDATES
Berry, Franklin M.; Baumeister, Alfred A. American Journal of Mental Deficiency; 75; 4; 456-62 Jan 71

EJ009325 EC500587
PAIRED ASSOCIATE LEARNING PERFORMANCE AS A FUNCTION OF MEANINGFULNESS AND RESPONSE TIMES
Logan, Don R. Amer J Ment Deficiency; 74; 2; 249-53 69 Sep

EJ002531 EC500137
VERBAL CONTEXT AND VISUAL COMPOUND IN PAIRED-ASSOCIATE LEARNING OF MENTAL RETARDATES
Milgram, Norman A.; Riedel, Wolfgang Amer J Ment Deficiency; 73; 5; 755-61 69 Mar

EJ002533 EC500139
THE EFFECT OF ASSOCIATION VALUE AND STIMULUS-RESPONSE RELATIONSHIP ON PAIRED-ASSOCIATE LEARNING
Gallagher, Joseph W. Amer J Ment Deficiency; 73; 5; 768-73 69 Mar

EJ078392 CS705734
TRANSFER TEST METHODOLOGY IN INVESTIGATIONS OF STIMULUS SELECTION IN PAIRED-ASSOCIATE LEARNING
Berry, Franklin M.; Baumeister, Alfred A. Psychological Reports; 32; 2; 575-78 Apr 73

EJ007150 EC500457
PROMPTING AND CONFIRMATION IN PAIRED - ASSOCIATE LEARNING BY RETARDATES
Hawker, James R.; Keilman, Peggy A. Amer J Ment Deficiency; 74; 1; 75-9 69 Jul

EJ051876 EC041026
EFFECTS OF TEMPORAL VARIABLES, MONETARY INCENTIVE, AND METHOD OF INFORMATIVE FEEDBACK ON THE PAIRED-ASSOCIATE LEARNING OF RETARDATES
Ward, L. Charles; Baumeister, Alfred A. American Journal of Mental Deficiency; 75; 6; 712-8 May 71

EJ017704 EC501068
INFLUENCE OF MODE OF PRESENTATION, AGE, AND INTELLIGENCE ON PAIRED-ASSOCIATES LEARNING
Blue, C. Milton Amer J Ment Deficiency; 74; 4; 527-32 70 Jan

EJ020510 EC501155
PAIRED-ASSOCIATE LEARNING AND RETENTION IN RETARDED AND NONRETARDED CHILDREN
Prehm, Herbert J.; Mayfield, Sheryl Amer J Ment Deficiency; 74; 5; 622-5 70 Mar

EJ020509 EC501153
FACILITATIVE EFFECT OF VERBAL MEDIATION ON PAIRED-ASSOCIATE LEARNING BY EMR CHILDREN
MacMillan, Donald L. Amer J Ment Deficiency; 74; 5; 611-5 70 Mar

DOC YEAR: 1971 VOL NO: 45 ABSTRACT NO: 10740
A comparison of multisensory approaches in a rote verbal paired-associate learning task with educable mentally retarded children.
Springfield, Herschel L.
U. Northern Colorado
Dissertation Abstracts International 1970, Nov, Vol. 31(5-A), 2221-2222.

DOC YEAR: 1971 VOL NO: 46 ABSTRACT NO: 05521
The effects of two types of pretraining of the paired associate learning performance of retarded and non-retarded children.
Keesey, Merle A.
U. Oregon
Dissertation Abstracts International 1971, Jan, Vol. 31(7-A), 3374.

ED001264

VERBAL AND NONVERBAL LEARNING IN CHILDREN INCLUDING THOSE WITH HEARING LOSSES.

GAETH, JOHN H.

Wayne State Univ., Detroit, Mich.

Report No.-CRP-1001

Pub Date 63 Note-193P.

EDRS PRICE MF-$0.65 HC-$6.58

AN EXTENSIVE STUDY WAS MADE OF PAIRED-ASSOCIATE LEARNING IN CHILDREN WITH NORMAL HEARING AND WITH SEVERE HEARING LOSSES IN WHICH THE MATERIAL HAS BEEN PRESENTED AUDITORILY, VISUALLY AND AUDIOVISUALLY AND IN WHICH MEANINGFULNESS AND VERBALNESS HAVE BEEN VARIED. THE CONCLUSION WHICH EMERGES IS THAT "MEANINGFULNESS" IS THE MOST IMPORTANT VARIABLE THAT WAS MANIPULATED. THE MOST SURPRISING FINDING IN THE RESEARCH WAS THE LACK OF INFLUENCE OF VERBALNESS UPON THE RESULTS. HOWEVER, SINCE INTRA-LIST SIMILARITY AND DISCRIMINABILITY WERE NOT CONTROLLED EXPERIMENTALLY, FURTHER RESEARCH IS NEEDED BEFORE FINAL ASSESSMENT CAN BE MADE OF THE RELATIVE IMPORTANCE OF THESE VARIABLES.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 07085

The effect of warm-up on rote learning performance.

Prehm, Herbert J.; Logan, Donald R.; Towle, Maxine

U. Oregon

Exceptional Children 1972 Apr Vol. 38(8) 623-627

Randomly assigned 90 mentally retarded and 90 nonretarded 11-13 yr. olds to 3 pretraining groups. The pretraining task was a list of 4 nonmeaningful paired associates. One group received no pretraining, the 2nd received 3 trials on the pretraining list, and the 3rd, 9 trials. The experimental task consisted of 6 nonmeaningful paired associates. Analysis of the data indicate that the retarded Ss exhibited a pronounced deficit in the early stage of learning and that pretraining had no effect on performance.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 05376
The amelioration of nightmares in children.
Handler, Leonard
U. Tennessee
Psychotherapy: Theory, Research & Practice 1972 Spr Vol. 9(1) 54-56

Discusses a case study as an example of the use of a combination of a relationship approach and implosive therapy to produce effective change. Methods described represent a multitheoretical approach in which the therapist had a good relationship with an 11-yr-old boy diagnosed as brain-damaged and emotionally disturbed. Based on their firmly established relationship, the therapist felt secure in employing the extreme approach of demanding the departure of the ''monster'' recurring in the S's nightmares. This type of ''supportive confrontation'' was successful in ameliorating symptoms.

DOC YEAR: 1973 VOL NO: 50 ABSTRACT NO: 09310
Children with oral-facial clefts: A study of the psychological development of handicapped children.
Tisza, Veronica B.; Irwin, Eleanor; Scheide, Elizabeth
Harvard Medical School, Boston, Mass.
Journal of the American Academy of Child Psychiatry 1973 Apr Vol. 12(2) 292-313

Presents clinical impressions of 3 latency-age male children born with cleft lip and cleft palate. Their case histories and psychiatric evaluations are compared, and developmental, psychological, and behavioral characteristics shared by the 3 are summarized. It is noted that their common features may be the result of age, the nature of their congenital defect, and the common determinants in their past history. The nature of the parent-child relationship and the effects of the children's life experiences on their psychological development are examined. (29 ref.)

EJ033060 UD500852
MENTAL PERFORMANCE IN SCHOOL AGE CHILDREN: FINDINGS AFTER RECOVERY FROM EARLY SEVERE MALNUTRITION
Cravioto, Joaquin; Delicardie, Elsa R. American Journal of Diseases of Children; 120; 5; 404-410 Nov '70

Children who survive a severe episode of malnutrition early in life are handicapped in developing skills in reading and writing and are less able to profit from the cumulative knowledge available to man. This may lead to defective functioning, school failure, and subnormal adaptation. (DM)

EJ084519 EC052329
JOURNAL RELATIONSHIPS IN SPECIAL EDUCATION
Nardin, Francis; Garside, Daniel Exceptional Children; 38; 9; 695-703 May 72

ED014839# EC001207

SELF-HELP CLOTHING FOR HANDICAPPED CHILDREN.

BARE, CLARI ; AND OTHERS

National Easter Seal Society for Crippled Children and Adults, Chicago, Ill.

Pub Date 62

DOCUMENT NOT AVAILABLE FROM EDRS.

DESIGNED AS A GUIDE FOR PARENTS AND PROFESSIONAL PERSONNEL, THIS PAMPHLET PROVIDES INFORMATION ON THE SELECTION AND ADAPTATION OF CLOTHING FOR THE HANDICAPPED CHILD. TECHNIQUES OF TRAINING FOR INDEPENDENCE ARE DISCUSSED. FABRICS, FASTENERS, REINFORCEMENTS TO CLOTHES, CONVENIENT AND FLATTERING STYLES, PROPER FIT, AND ADJUSTMENTS POSSIBLE IN READY TO WEAR CLOTHES ARE DESCRIBED. INFORMATION IS GIVEN ABOUT UNDERWEAR, SLEEPWEAR, DRESS CLOTHES, FOOTWEAR, DRESSES, OUTERWEAR, AND SWIM SUITS. SOURCES OF FURTHER INFORMATION ABOUT CHILDREN, CHILDREN'S CLOTHING, CLOTHING FOR THE HANDICAPPED, AND DRESSING TECHNIQUES ARE GIVEN. THIS DOCUMENT IS AVAILABLE FROM THE NATIONAL SOCIETY FOR CRIPPLED CHILDREN AND ADULTS, 2023 WEST OGDEN AVENUE, CHICAGO 12, ILLINOIS. $0.50. (GB)

EJ024461 EC030003

A RETURN TO PIONEER DAYS

Watson, Roberta Teaching Except Children; 2; 4; 170-5 Sum '70

The article describes the products and services of the Telephone Pioneer of America, a voluntary group of telephone company employees who devise equipment for handicapped children. (RD)